

**USING FILM CLIPS TO IMPROVE LISTENING SKILLS
AMONG THE ELEVENTH GRADE STUDENTS OF
SMA NEGERI 1 SLEMAN YOGYAKARTA
IN THE ACADEMIC YEAR OF 2013/2014**

A Thesis

**Submitted as Partial Fulfillment of the Requirements for the Attainment of
the Degree of *Sarjana Pendidikan* in English Language Education**



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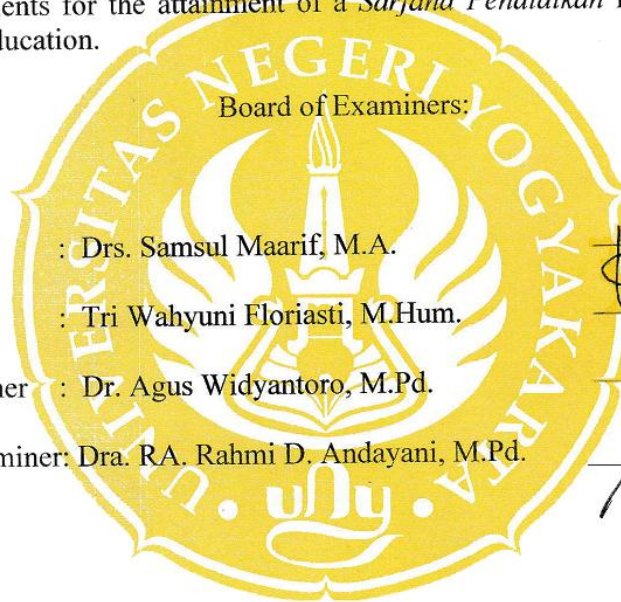
USING FILM CLIPS TO IMPROVE LISTENING SKILLS AMONG THE ELEVENTH GRADE STUDENTS OF SMA NEGERI 1 SLEMAN YOGYAKARTA IN THE ACADEMIC YEAR OF 2013/2014

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Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak memuat materi yang ditulis orang lain kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila terbukti bahawa pernyataan ini tidak benar, maka sepenuhnya itu menjadi tanggung jawab saya.

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Penulis



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MOTTOS

The true gentleman is he who always brings positive atmosphere for others.

The only disability in life is a bad attitude.

Allah always shows the right way for us. If we cannot find a way, create one.

There is a beautiful rainbow after the heavy rain.

DEDICATIONS

*In the name of Allah, the Most Beneficent, and the Most
Merciful.*

No God but Allah and Muhammad is His Prophet

I DEDICATE THIS THESIS TO:

*My beloved mother and father for their long lasting love and
prayers along my life,
(Muslikhun, S.E. and Munartiatun)*

*My beloved Brother,
(Aan Faqih Saputra, S.Pd.)*

and

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Finally, I expect that this thesis gives some improvements of the English teaching and learning and for the readers. However, I realize that this writing is far from being perfect. Therefore, any criticism, ideas and suggestions for the improvement of this thesis are greatly appreciated.

Yogyakarta, June 15th, 2014



The Writer

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ABSTRACT

The aim of this study is to improve listening comprehension ability through Film Clips media at Eleventh Grade students of SMA Negeri 1 Sleman.

This research consisted of two cycles. In conducting the study, the researcher involved the English teacher, the collaborator (student of English Department of UNY), and the students of XI Social 2. The participants of the study were 36 students of XI Social 2 of SMA Negeri 1 Sleman in the academic year of 2013/2014. The data were obtained from observing the teaching-learning process, taking pictures of the teaching-learning process in the class, interviewing (the students of XI Social 2, the English teacher), and holding discussion with the English teacher and the collaborator. The data were in the forms of field notes, listening test scores, and interview transcripts. The data validity was obtained by applying democratic validity, outcome validity, process validity, catalytic validity and dialogic validity.

The study revealed that the uses of film clips in this study successfully improved the students' listening comprehension ability. The students' difficulties in listening can be reduced by applying film clips. The researcher found that the film clips could help the teacher to deliver the materials in the classroom. With reference to the obtained data, the students were more enthusiastic and had a good motivation to read. As a result, they performed a better comprehension and tended not to make the same mistakes in their work. The result of the analysis of students' score in pre-action showed that the mean score was 68.7, in Cycle 1 the mean score was 76.4, and, in Cycle 2 the mean score was 87.5. In conclusion, the use of film clips can improve the students listening comprehension ability in class XI Social 2. This study suggests that the English teacher may improve her teaching strategy by optimizing the use of a variation media and technique in school. The teacher should be creative in delivering materials in class.

CHAPTER I

INTRODUCTION

A. Background of the Problem

Language plays a central role in human life. It provides a vehicle for communication, a tool for thinking, a means of creativity and a source of pleasure. An understanding of language and the ability to use it effectively gives students access to knowledge, enables them to play an active part in the society and contributes to their personal growth. Language is the most significant possession of human being. It is a means for human beings to communicate their ideas and to convey information.

Listening in English language as a foreign language (EFL) constitutes a part of essential skills to be taught beside listening, speaking and writing. In studying a language, receptive skills come first than productive skills. In everyday life, listening is the input skill most often used. No other type of language input is as easy to process as spoken language received through listening. Therefore, listening has an important role in understanding spoken language. The roles of listening are to get information and to comprehend the meaning.

Listening was the difficult skill based on the observation in teaching practice. In fact, students were unable to comprehend natural spoken English. Most of the students thought that a spoken passage was difficult to understand because speakers speak too fast. As teachers, it is a big challenge for us to improve their listening skills to comprehend the meaning in communication clearly. There are

many advantages in good listening skills for students in studying English. For example, good listening skill is a foundation that one should have in order to get any information in oral materials. Therefore, listening is the most important receptive skill to adsorb information of spoken discourse.

Based on the researcher's observation in teaching practice (PPL), the researcher found some problems related to teaching and learning process, especially in using listening materials. The teacher only thought the students to watch films in the whole time, find some expressions, and answer some exercises. Most of the students just kept silent when the class discussion was conducted. Then, they could not answer some exercises clearly given by the teacher. In this case the teacher did not use an appropriate strategy for teaching listening to the students.

Based on some problems above, the researcher had tried to find the effective solutions to improve listening skills for students by using film clips to be a learning media. Using film clips allows students to see a whole of paralinguistic behavior, pick up a range of cross-cultural clues, and entry into a whole range of other communication worlds (Harmer, 2007:308). Therefore, they can convey the meaning after watching the film clips. This media can be used in pair or group work. The "classroom" may be construed to include any equipment you may be using (Brown, 2001: 194). So, this media can be used if the equipment is already good. There are computer, good audio, and projector. Film clips can be created with Windows Media Movie Maker and Ulead Video Studio or we can download from the internet sources.

The reasons of why the researcher used film clips were identifying factors influencing the students cannot comprehend the listening activities, identifying factors to consider of students had low achievement in learning the materials, developing plan of action based on the influencing factors, implementing the plan of actions to find out strategic actions and describing significances of film clips in improving students' competence.

B. Identification of the Problem

Based on the class observation, class teaching, interview with the students and the teacher, and questionnaire, there were some problems that resulted in unsatisfactory of teaching listening.

The first problem was related to the teacher. Based on the observation, the researcher found that the teacher had difficulties in handling students during the lessons. While the teacher was explaining or giving questions to the students, or asking some students to practice in front of the class, the other students made noises and did not pay attention to their friends who were practicing or answering the questions.

The second problem was concerned with the students. Based on the result of the observation, most students were passively involved in the classroom listening activities. Most of them did not pay attention to the teacher when she was giving explanations, especially when the teacher was explaining in English. In listening activities, the students found difficulties because their vocabularies were still low.

The students also had low motivation in learning listening. When the teacher asked them to watch film, they felt sleepy. Many students were just chatting with their friends, leaning their head and chin, when they were asked to answer the questions. Only some of them did it seriously. It showed that motivation may affect the students' behavior in learning. Motivation was one of the significant roles in listening activities.

The third problem was related to the materials. The materials that were used at *eleventh grade students of SMA Negeri 1 Sleman Yogyakarta* were mostly taken from the old films. The teacher was less selective and adaptive in using the authentic materials into the classroom. Thus, the students were bored about the activities.

The fourth problem was concerned with the media, teaching methods and techniques. Teaching listening skills for students in SMA Negeri 1 Sleman Yogyakarta was done conventionally. The teacher played the whole films in teaching listening without appropriate strategy. Therefore, the students were getting bored in listening class. The teacher did not provide different activities so that the teaching and learning process was not interesting.

Based on the description above, the problems can be listed as follows.

1. The teacher had difficulties in handling students during the lessons.
2. The students made noises and did not pay attention during the lessons.
3. The students were passively involved in the classroom listening activities.
4. The students' vocabulary mastery was low.
5. The students also had low motivation in learning listening.

6. The materials that were used were mostly taken from the old films.
7. The teacher was less selective and adaptive in using the authentic material into the classroom.
8. The teacher did not provide different activities in teaching listening.

In relation to the above explanation, in fact, it was realized that many students frequently had problems in listening comprehension. Various solutions had been offered by some researchers to overcome the problems. The solutions involved the media and strategies, which were intended to improve the students' listening comprehension ability. The researcher used film clips media and viewing technique of film clips that help the students in order to comprehend the spoken passage.

C. Limitation of the Problem

To clarify the problems, the writer limited those problems in the use of film clips media in teaching listening, the basic concept of listening, some types and procedures in using film clips. The problems were related with the teacher, the students, the materials, the media, and the teaching methods and techniques. Unfortunately, in this action research, the researcher had limited time to overcome all of the problems.

Considering the urgency and the ability of the researcher, the researcher had to limit the problems that would be overcome. Based on that, there were the problems that could be solved. Those were the problems that based on the students, the media, and teaching method & technique in teaching listening.

To make it more specific, the problems in this research were limited to the manageable problems based on the fund, urgency and the feasibility of the researcher in the English teaching and learning process that related to students, i.e. the students had low motivation in learning listening, and related to the media and teaching technique, i.e. the teaching listening skills for students was done conventionally. The strategy of listening teaching learning was improper which caused the students' competence of listening did not meet the expectation. Therefore, the students had low ability in listening comprehension.

In relation to the above explanation, it was realized that many students frequently had some problems in listening comprehension by using film clips. Various solutions had been offered by the educators to overcome the problems. The solutions involved the media and strategies which were intended to improve the students' listening ability. The educators tried to use some media and strategies that help the students comprehend the spoken passage by using film clips.

Furthermore, using film clips allows students to see a whole of paralinguistic behavior, pick up a range of cross-cultural clues, and entry into a whole range of other communication worlds (Harmer, 2007:308). Students could see how intonation matches facial expression and what gestures accompany certain phrases. Film clips allowed students entry into a whole range of other communication worlds. For example, they saw how different people stand when they talked to each other. The use of film was very interesting for learners in understanding comprehending spoken discourse.

Therefore, this research was also limited to the use of film clips media to improve students' listening comprehension in class XI Social 2 at SMA Negeri 1 Sleman Yogyakarta. Thus, this study could improve the students' ability in comprehending spoken passage. It was widely known that cognitive processes such as *bottom-up* and *top-down* processes had been applied in many teaching listening entire the world and had highly success in helping students to comprehend spoken passage. Therefore, film clips media is one of the highly successful media in teaching listening.

The researcher had chosen the students of grade XI for the study because there had not been the appropriate strategy which was viewing technique of using film clips media in listening teaching and learning process especially at the eleventh grade students of SMA Negeri 1 Sleman Yogyakarta.

D. Formulation of the Problem

From the background, identification, and limitation of the problem before, the problem of this research can be formulated into:

How can film clips improve the students' listening skills of the eleventh grade students of SMA N 1 Sleman in the academic year of 2013/2014?

E. Objectives of the Problem

Based on the statement of the problem above, this study was conducted in order to improve the ability of the eleventh grade students of SMA N 1 Sleman in

comprehending spoken discourse by identifying the main idea and specific information in listening comprehension through the application of film clips.

F. The Significance of the Study

The result of this study is hoped to be useful for students, teachers and researcher.

- a. For the teachers, this study is expected to be useful for the senior high school English teachers in teaching listening.
- b. For the students, this study is intended to directly contribute to their improvement in listening comprehension.
- c. For the further research, the result of this study is expected to be used as reference for the researchers in conducting the study especially for those that are related to the teaching listening at senior high school.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Review of the Theories

1. Listening Process

Listening is an input process of spoken language in early stages. It is based on the assumption that the main function of listening in second language learning is to facilitate understanding of spoken discourse (Richards, 2008:3). It gives the listener information from which to build up the knowledge necessary for using the language. By listening, information can be processed in the mind before conducting speaking or writing. The information is easier to remind by using this receptive skill rather than reading.

Listening involves an active process of deciphering and constructing meaning both verbal and non-verbal messages (Brown, 2006:2). Thus, the label of listening as a passive process is very wrong. The view of listening considers how listening can provide input that triggers the further development of second-language proficiency. Listening is more than adsorbing the information, but the primary intention is to maintain social interaction in understanding spoken discourse. Some people now believe that learning a language is not just learning to talk, but rather that learning a language is building a map of meaning in the mind (Nation & Newton :2009). Building a map of meaning indicates the two cognitive processes of listening which are bottom-up and top-down processes.

The bottom up processing involves constructing meaning from the smallest unit of spoken language to the largest one in a linear mode (Richards, 2008: 4). It focuses on grammatical and phonological competences which are used to work out the relationship between elements of sentences. Thus the learners attempt to understand a spoken discourse by decoding a number of sounds to form words. Then, they organize the group of words which are linked to form phrases. Finally, they create sentences to be a complete text. So, the meaning can be constructed by the learners effectively. The activities that require the two competences are discriminating two sounds and distinguishing rising and falling intonation.

On the other hand, the top-down processing refers to interpreting meaning as intended by the speakers by means of schemata or structure of knowledge in the mind (Richards, 2008: 7). This view explains about the importance of background knowledge in making sense of the information they hear. So, the activities relate with their prior knowledge to lack misunderstanding of the meaning. One very important idea for teaching listening is that listening courses must make use of students' prior knowledge in order to improve listening comprehension (Brown, 2006: 2). So, the activities can be extracting the gist of the exchange they listen to.

By using film, all components of learning languages will be covered. It can be indicated from the existences of activities involving the two processes. Therefore, both bottom up and top-down processes can be combined together in using film clips.

Listening is substantial quantities of interesting comprehensible receptive activity (Nation and Macalister, 2010:39). In a curriculum design, content and sequencing deals with what goes into a language course and the order in which language items appear in the course. So, materials in teaching listening run a language course which is full of interesting activities and which introduces the learners to new language items, but which provides a very poor return for the time invested in it.

In conclusion, people use listening to understand the spoken discourse. They maintain social interaction by adsorbing the meaning before they speak. Building a map of meaning in the mind consists of paralinguistic behavior to lack misunderstanding in understanding the spoken language.

2. Principles of Listening

Based on the type of listening processes which are bottom-up and top-down, there are two principles for teaching listening:

a. Expose students to different ways of processing information: bottom up vs. top-down.

In bottom-up, learners focus on the linguistics features such as vocabulary, grammatical and phonological competence. With bottom-up, students start with the component parts: words, grammar and the like (Nunan, 2003: 26). In this case, learners learn some linguistic competence in order to construct the meaning.

1) Vocabulary competence

The roles of vocabulary in understanding lexical items of learning listening are based on the form and meaning. The form can be word classes and word formation. Word classes have two types which are grammatical words and content words. The grammatical words are generally prepositions, conjunctions, determiners and pronouns. On the other hand, the content words are usually nouns, verbs, adjectives and adverbs (Thornbury, 2002: 4). These are the single word which has a role as a key word before giving the main activities in teaching listening. Word formation called compounding system is the combining two or more independent words, as in the case of *second-hand*, *word processor*, *paperback*, and so on (Thornbury, 2002: 8). It gives the learners information about the complexity of words. In this case, learners get the knowledge of these words after giving the main activities in teaching listening.

Giving the knowledge of vocabulary items means transferring information about the meaning. It gives the learners take an action in the mind to build some contextual perceptions to understand the meaning.

2) Grammatical Competence

In understanding spoken discourse, the grammatical competence is very important for learners to differentiate between spoken grammar and written grammar. The spoken is simpler to understand rather than the written (Thornbury, 2002: 8). It is an evident that spoken grammar is different from written grammar. It gives the learner information about the function of grammar

both formal and informal. In addition, the spoken grammar can be integrated with contextual meaning to understand functions of spoken discourse.

3) Phonological Competence

Learning spoken discourse is learning how people speak with some paralinguistic behaviors. Phonological competence concerns on the pronunciation of the speakers. Good pronunciation can be improved through authentic spoken materials (Kelly, 2000: 8). By listening, learners find out how to pronounce the words correctly. There are several activities related to phonological competence in doing listening such as *pronunciation*, *word stresses*, *intonations*, and *sounds*.

The materials of bottom-up process are based on the grammatical competence of the students. Comprehension begins with the received data that is analyzed as successive levels of organization – sounds, words, clauses, sentences, texts – until meaning is derived (Richards, 2008: 4). The input is scanned for familiar words, and grammatical knowledge is used to work out the relationship between elements of sentences. Clark and Clark in (Richards, 2008: 4) summarize this view of listening in the following way:

- a) [Listeners] take in raw speech and hold a phonological representation of it in working memory.
- b) They immediately attempt to organize the phonological representation into constituents, identifying their content and function.
- c) They identify each constituent and then construct underlying propositions, building continually onto a hierarchical representation of propositions.

- d) Once they have identified the propositions for a constituent, they retain them in working memory and at some point purge memory of the phonological representation. In doing this, they forget the exact wording and retain the meaning.

In the top-down process, it refers to the use of background knowledge in understanding the meaning of a message (Richards, 2008: 5). Whereas bottom-up processing goes from language to meaning, top-down processing goes from meaning to language. The background knowledge required for top-down processing may be prior knowledge about the topic of discourse, situational or contextual knowledge, or knowledge in the form of *schema*. Schema are abstract notions we process based on experience (Nunan, 2003: 26). Therefore, learners can identify the meaning from the materials by using their prior knowledge.

Both bottom-up and top-down can integrate together in teaching listening. The integration of top-down and bottom-up are called *interactive processing* (Nunan, 2003: 29). In learning listening, learners base their information on their knowledge of life using top-down information as they generate vocabulary and sentences using bottom-up data. In integrating the processes, listening consists of several indicators which are finding the main idea of the paragraph or passage, finding the topic of the paragraph or passage, identifying the main point or important information, deducing the meaning of unfamiliar lexical items, and making inferences (Harmer, 2001:201). Those indicators can be referenced as the tests. Bottom-up consists of vocabulary, grammatical and phonological

competence, but top-down consists of several indicators which can be combined by bottom-up process.

Table 1. The Framework of Listening Comprehension

Cognitive level Indicators	Vocabulary Competence	Grammatical Competence	Comprehension	Total
1.Finding the main idea of the spoken discourse			1,4, 10, 20, 21, 22, 28, 31,	8
2.Finding the topic of the spoken discourse	5,7, 8, 17, 18, 19, 33, 34			8
3.Identifying the main point or important information		6, 9, 11, 12, 13, 14, 37, 38		8
4.Deducing the meaning of unfamiliar lexical items	2,3,15, 16, 23, 32,36, 39			8
5.Making inferences			24, 25, 26, 27, 29, 30, 35, 40	8
Total				40

Adapted from Harmer in Practical English Language

Teaching 2001

The table above shows the framework of the tests to represent the competence of students' listening skills.

b. Expose students to different types of listening.

The main method of exposing students to spoken English is through the use of taped material (Harmer, 2001: 98). It means that the media supports the use of spoken materials. So, learners listen to the spoken materials clearly in adsorbing the information and maintaining social relations.

The listening activities develop a wide variety of listening skills, including listening for gist, listening for details, and inferring meaning from context (Nunan, 2003: 31). Listening for gist is a listening comprehension which focuses on identifying main ideas, noting the sequence of events and the like. In listening for gist, the materials can be announcements, advertisements, and short functional texts. In listening for details, the materials are some monologue texts. The ten types of texts: narrative, poetic, dramatic, response, explanation, information, discussion, exposition, recount, factual description, procedure, and procedural recount can be implemented through film (Anderson and Anderson, 2002:2). Then, listening for details is listening for specific information such as names, times, specific language forms, and etc. After that, listening by inferring in context means listening the explicit meaning from contextual conversations. It is implied but not stated directly.

In conclusion, some activities such as listening for gist, listening for details and listening by inferring in context can be implemented by using film clips. It can be implemented by selecting the materials which appropriate with the indicators of Standard of Competence and Basic Competence.

3. Functions of Listening

There are two broad functions of listening:

- a. One-way listening—typically associated with the transfer of information (transactional listening).**

Traditionally, listening was associated with transmission of information, that is with one-way listening (Nation and Newton: 2009). This can be seen in the extensive use of monologues in older listening materials.

b. Two-way listening—typically associated with maintaining social relations (interactional listening).

Most contemporary materials reflect this re-emphasis with a move towards natural sounding dialogues (Nation and Newton, 2009:40). Based on the two broad types of listening, listening provides transferring information and maintaining social relations as the input.

From the point above, as comprehension is so essential of listening to transfer information, without comprehension no listening takes place and without comprehension should not be called listening. In listening comprehension the listeners show whether or not they monitor their comprehension through the listening process by maintaining social relations.

4. Teaching Listening

a. Teaching Listening in SMA

In Indonesia, the education system has applied two curriculums which are Curriculum 2013 as a new system and School-Based Curriculum as a traditional system. Most schools still apply School-Based Curriculum taught in elementary schools (SD), junior high schools (SMP) and senior high schools (SMA). It depends on the academic year of students. In SMA, the education system applies new system for X grade students and traditional system for grade XI and XII. So,

School-Based Curriculum still exists in teaching and learning process. Caldwell and Spinks (1998) in Yuwono (2005) define School-Based Management as the self-managing school, and it has an authority to make decision related to the allocation of resources. It is evident that schools develop teaching and learning system to achieve the goals of the curriculum.

In School-Based Curriculum, English is taught as a compulsory subject. Brown (2001: 92) states that “the terrible teens” are in an age of transition, confusion, self-consciousness, growth and changing bodies and minds. It depends on the goal that English as a foreign language which can be indicated from standard competency and basic competence (SKKD). This below is the specimen of SKKD related to teaching listening in SMA:

Table 2. The Standard of Competence and Basic Competence of Listening Skills for The Eleventh Grade of Senior High School Students in Semester Two based on the School-based Curriculum

Standard of Competence	Basic Competence	Micro Skills
8. To response simple, short, functional texts and simple monologue texts in the genres of <i>narrative, spoof and hortatory</i> in the context of daily life	8.2 To response simple, monologue texts accurately, fluently, and acceptably in the genres of <i>narrative, spoof and hortatory</i> in the context of daily life	a) Discriminate among the distinctive sounds of English. b) Recognize the communicative functions of utterances, according to situations, participants, goals. c) Infer situations, participants, goals using real-world knowledge. d) Use facial, kinesic, body language, and other nonverbal clues to decipher meanings. e) Develop and use a battery of listening strategies, such as detecting key words, guessing the

Standard of Competence	Basic Competence	Micro Skills
		meaning of words from context appeal for help and signaling comprehension or lack thereof.

In this case, the teaching and learning process have to follow the goal that English as a foreign language. Because people in society do not use English as a tool for communication, it is difficult for learners to apply English competence in daily life. Learners have limitations to use English out of the class. So, the atmosphere of English as a communication can be created through teaching and learning process.

b. Principles for Teaching Listening

There are three principles for teaching listening:

- 1) Teach variety of tasks.
- 2) Consider text, difficulty and authenticity.
- 3) Teach listening strategies such as predicting, inferring, monitoring, clarifying, responding and evaluating. (Nunan, 2003: 26-35)

In addition, the five principles concern with the use of materials and media to suit the stages of learners in conducting teaching learning process.

1) Teach a variety of tasks.

a) The Definition of a Task

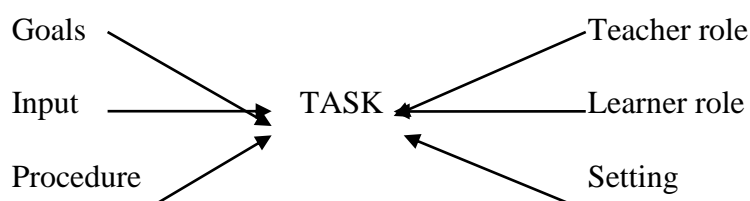
Many concepts which refer to the meaning of the task emerge from the experts. However, it has the same base in meaning. It is the activity which is set for the students in order to achieve the goal of the teaching and learning process.

Luoma (2004: 30) states that tasks are the activities that the people do. Moreover,

Cameron (2001: 29) states that tasks are adopted as a unit that would try to bring to the classroom and real life closer together. The goals and outcome of tasks are to relate to the real needs of students. Similarly, Willis (1996 : 23) defines tasks as the activities where the target language is used by the students for a communicative purpose in order to achieve an outcome. Furthermore Ellis O' Dwyer (2009: 15) proposes that tasks can function as useful devices for planning communicative curriculum particularly in language learning situation where there may be few opportunities for authentic communicative experiences. According to those definitions above, it can be summarized that tasks are the devices for the students to achieve the communicative competence by providing the activities, stimulation and opportunities for the students to practice the target language.

b) The Components of a Task

According to Nunan (2004: 41-56) there some components of the task which are inter-related each other. They are goals, input, setting, teachers' and learners' roles and the last is procedures. This bellow is the scheme of the task components



The diagram of task components.

Each component of the task above is elaborated as follows:

1. Goals.

Goals are the vague general intention behind any given learning tasks. They provide a point of content between the task and broader curriculum. They may

relate to a set of general outcomes i.e. communicative, affective, cognitive, or may directly describe teacher or learner behavior.

2. Input

Input is everything that the students need in the course to complete the tasks. Input can be spoken, written or visual data. It can be provided by the teacher, books, or even the authentic sources such as menu, manual instruction, memos, letters, tickets and spoken resources.

3. Procedures

Procedure specifies what the learners will actually do with the input that forms the point of departure of the learning tasks.

4. Teacher and Learner Role

Role refers to the part that the teacher and learner are expected to play in carrying out the learning tasks as well as the social and interpersonal relationship between the participants. Richards and Rogers (1986) cited in Nunan (2004: 64) point out that a task will reflect assumptions about contributions the learners can make the learning process.

5. Setting

Setting refers to the classroom arrangements specified or implied on the tasks. It also requires consideration of whether the tasks are to be carried out wholly or partly outside the classroom. There are two different aspects of the learning situations. They are mode and environment. Learning mode refers to whether the

learner is doing the on individual or a group basis. Another aspect, environment refers to where the learning is actually taking place.

2) Consider text, difficulty and authenticity.

The materials in teaching listening have to deal with the authentic texts.

These are several factors of using authentic materials stated by Nunan in 2003:

- a) The number of individuals or objects in a text which means more voices increases difficulty. The difficulty can be indicated from the complexity of sounds or voices by the native speaker.
- b) How clearly the individuals or objects are distinct from one another. It means that the speakers which consist of male and female voice are easier than two similar male or female voices.
- c) Simple, specific relationships are easier to understand than complex ones.
The materials are easier to understand in direct way rather than indirect way
- d) The sequence events are clearly ordered. It is based on the order it happened in, as opposed to a story that includes a flashback events that happened earlier.
- e) The number of inference needed
- f) The information is consistent with what the listener already known. The use of prior knowledge of learners makes the information of the activities are clearly understood. Therefore, the materials make sure contain some information from the learners.

These are several advantages of using authentic tasks rather than traditional tasks in teaching listening (Muller: 2011):

For distinguishing the conventional tasks and authentic tasks, Mueller (2011) also formulates the characters of authentic task. This is emphasizing the differences between authentic task and traditional task.

Traditional Task		Authentic Task
Selecting response	—————→	performing task
Contrived	—————→	real-life
Recall / recognition	—————→	construction application
Teacher- structured	—————→	students-structured
Indirect evidence	—————→	direct evidence

Therefore, authentic tasks create the real atmosphere in learning English especially listening. The meaning will be clearly understood and the information is clearly transferred.

3) **Teach Listening Strategies**

There are several listening strategies as stated by Rost in Nunan 2003:

- a) **Predicting:** Effective listeners think about what they will hear. This fits into the ideas about pre-listening mentioned earlier.
- b) **Inferring:** It is useful for learners to “listen between the lines”.
- c) **Monitoring:** Good listeners notice what they do and do not understand.
- d) **Clarifying:** Efficient learners ask questions and giving feedbacks.
- e) **Responding:** Learners react to what they hear.
- f) **Evaluating:** They lack on how well they have understood.

In *predicting*, it is associated with the processing of linguistic and nonlinguistic input. The teachers give several activities related to building knowledge of the field. Learners will predict what they will hear through the information of the teachers. In *inferring*, it focuses on the contextual meaning of the task without understanding the linguistic competences. Learners identify what for they listen the tasks given by the teachers. In *Monitoring*, Teachers guide the learners to take several notes on what they understand or not. When they listen, they write some problems. In *clarifying*, teachers clarify by explaining what learners do not understand.

5. Media

a. The Definition of Film Clips

Using film clips allows students to see a whole of paralinguistic behavior, pick up a range of cross-cultural clues, and entry into a whole range of other communication worlds (Harmer, 2007:308). Students can see how intonation matches facial expression and what gestures accompany certain phrases. Film allows students to entry into a whole range of other communication worlds. For example, they see how different people stand when they talk to each other. The use of film is very interesting for learners in understanding the long texts. The range of text types proposed for listening is considerably narrower than that for reading (Van Ek and Tim, 1998:88). Just like audio material, filmed extracts can be used as a main focus of a lesson sequence or as parts of other longer sequences.

b. Increasing Motivation and Interest by Using Film Clips

Using good viewing and interesting listening activities attract the students' attention (Harmer, 2007:308). Film is a kind of audio visual media which is very interesting. Everyone loves film. They tend to focus in watching film than reading a book story or novel.

Students had to become comfortable with listening to their peers in group work or pair work tasks, rather than relying on the teacher for a model (Richards, 2006:2). Teachers give some activities to motivate their students by using film clips in a group or pairs. They like more working cooperatively than working alone.

c. Classroom Management to Implement Film Clips

The "classroom" may be construed to include any equipment you may be using (Brown, 2001: 194). The equipment to use film clips have to be clear. There are good computers, audio, projector and room. If the equipment is working effectively, they will follow the activities given by teacher. Learners now had to participate in classroom activities that were based on a cooperative rather than individualistic approach to learning (Richards, 2006:2). The role of teacher as a facilitator helps the students in doing the activities. It will create positive atmosphere in teaching learning process.

d. Viewing Techniques of Film Clips

There are five steps in viewing techniques: *fast forward*, *silent viewing (for language)*, *silent viewing (for music)*, *freeze frame*, and *partial viewing* (Harmer, 2007:309). **In fast forward**, the teacher presses the play button and then fast forwards the DVD or video so that the sequence shoots past silently and at great

speed, taking only a few seconds. In **silent viewing (for language)**, the teacher plays the film extract at normal speed but without the sound. In **silent viewing (for music)**, the same technique can be used with music. In **freeze frame**, at any stage during a video sequence we can ‘freeze’ the picture, stopping the participants dead in their tracks. In **partial viewing**, one way of provoking the students’ curiosity is to allow them only a partial view of the pictures on the screen.

e. Pre-viewing, While-viewing, and Post-viewing

1) Pre-Viewing Techniques

It is a common practice in instructions on language decoding (including listening) that at this beginning stage the teacher spends a sufficient amount of time helping the learners build the appropriate schemata to facilitate comprehension (van Duzer, 1997). This view focuses on the use of the prior knowledge in watching the films. It can be implemented through five techniques of film clips by identifying the theme and key words. This conceptually-driven style of teaching are believed to enable the learners to provide a ‘hook’ that relates the knowledge he already possesses and the one to be acquired, making the acquisition occur more smoothly. Generally the previewing stage consists of two activities, namely, introducing the theme of the movie and pre-teaching the key vocabulary working within this framework, at the beginning of the session (Kusumarasdyati, 2004: 5). It focuses on describing the theme that underlies the whole plot of the movie, and also the presence or the absence of subtitles in the mother tongue. After that, I’ll give a worksheet and an answer sheet, and have the

learners scan the items in the worksheet for a few a minutes to familiarize themselves with the learning activities to be carried out before, during and after viewing the movie. If the film includes subtitles, the learners proceed to the while-viewing stage and do not need to discuss the keywords because lexical items will be a part of the while-viewing activities. However, if the subtitles are absent, I review a number of keywords from the movie to cater for a scaffold that will assist them in the comprehension later. Otherwise, the learners need to expend extra effort to understand what is happening in the movie and may give up disheartened if they fail to do so. Rather than simply telling them the meaning of these keywords, I prefer presenting them in sentences and asking the students to perform intelligent guessing to figure out the meaning of each on the basis of the context. Retention is expected to be better if they discover the meaning themselves.

2) While-Viewing

In while-viewing, learners listen by doing some comprehension questions (Kusumarasdyati, 2004: 6). It can be indicated by the existence of the subtitles. If there is a subtitle, the comprehension questions are simple which consists of language functions and specific information such as names, times, specific language forms and etc. In contrast, if there is no subtitle in the film, the comprehension questions are more complex which consists of gist listening such as identifying main ideas, noting a sequence of events and the like. Teachers guide the students by giving the knowledge of *note taking techniques*. Note-taking is a meaning-focused listening activity. It is also an essential skill for academic study

where learners have to attend lectures in another language, but can be used in various forms at all levels of language proficiency (Richards: 2008). The use of note taking helps students to adsorb the information to answer the comprehension questions. This technique can be implemented through freeze frame and partial viewing.

3) Post-Viewing

In post-viewing, the activities focus on what the learners have done in watching the film (Kusumarasdyati, 2004: 8). The activities can be the sequence of language features. It can be indicated after learners finishing their notes. Then, they may complete to tell by using their own words in arranging the words.

B. Review Related Research Studies

This study is about improving student's listening skills by using film clips for XI grade students of SMAN 1 Sleman. These are some researchers who have conducted this kind of research. Film allows students entry into a whole range of other communication worlds: they see how different people stand when they talk to each other (how close they are, for example) or what sort of food people eat (Harmer, 2007: 308). By using film clips, the context of meaning is easier to describe than using textbooks. Therefore, learners will be more interesting by watching film to understand the spoken language.

The other researcher who has proven the advantages of using film clips is Kusumarasdyati (2004: 9) stated that after class, my students often personally express their great interest in the movies I have selected for them and the ways

they are exploited to improve listening skills. She clearly stated that using film clips is an imaginative learning which brings curiosity, interest, and motivation for learners in learning listening. So, the listening skills can be improved through film clips. Then, it is briefly stated by Potosi in 2009 that video activities as teaching strategies in a TEFL class have a positive effect on English listening comprehension. Therefore, it can be evidenced how the students obtained better results in the final test after implementing the video sessions.

C. Conceptual Framework

From the theories described previously, a conceptual framework is constructed on the use of film clips to improve listening skills among the eleventh grade students of SMAN 1 Sleman. This conceptual framework is aimed at focusing this research study on the problem concerned.

Mastering listening is considered important by many people because it has a tight relation to knowledge and information that people get through audio visual media. Although, the students have got English since elementary school, they still face many problems in learning English, particularly in comprehending texts. The students always find difficulties in mastering listening comprehension, because they do not have the effective strategies in supporting their ability yet.

Using film clips may be a good technique and media to overcome the problem. Viewing technique of using film clips is one of strategies, which involves verbal rehearsal or recitation. This strategy was developed by Harmer in 2007. The first step of film clips is *pre-viewing*. Before the students begin to

listen, they must gather information necessary in order to help them focus on the listening. This view focuses on the use of the prior knowledge in watching the films. Generally the pre-viewing stage consists of two activities, namely, introducing the theme of the movie and pre-teaching the key vocabulary working within this framework, at the beginning of the session (Kusumarasdyati, 2004: 5). It focuses on describing the theme that underlies the whole plot of the movie, and also the presence or the absence of subtitles in the mother tongue.

As in all listening comprehensions, the crucial step is the *while-viewing*. Ways of helping students acquire this skill include using note taking to adsorb the information before answering the comprehension questions. This will keep them focused on the more important material without becoming overwhelmed by the details. By using note taking, it purposes to help the students to be actively involved in the learning.

Next step is *post-viewing*. The activities can be the sequence of language features. It can be indicated after learners finishing their notes. Then, they may complete to tell by using their own words in sentences.

The researcher then stop such a research when the actions are already carried out, with the hope that they can be carried out continuously and become some of the several ways that can be used to improve students' listening comprehension so that success in learning English listening can be achieved.

In improving the students' listening comprehension ability, the researcher cooperates with the English teachers. First, they indentify some problems faced related to the listening process and students' listening comprehension ability.

Second, they find the efforts based on the possibility of solving the problems.

Third, they implement the effort. Fourth, they evaluate the result. In the end of the process, they make a reflection after each action is done.

CHAPTER III

RESEARCH METHODS

A. Type of Research

The objective of this study was using film clips to improve students' listening comprehension in SMA Negeri 1 Sleman Grade 11th. It was action research study because it was aimed to improve the real atmosphere of teaching and learning process by involving participants in the setting where the research was done.

This study was designed by using the principles of classroom action research. According to Kemmis and McTaggart in Burns (1999:32), action research holds in a dynamic and complementary process, those are planning, action, observation, and reflection.

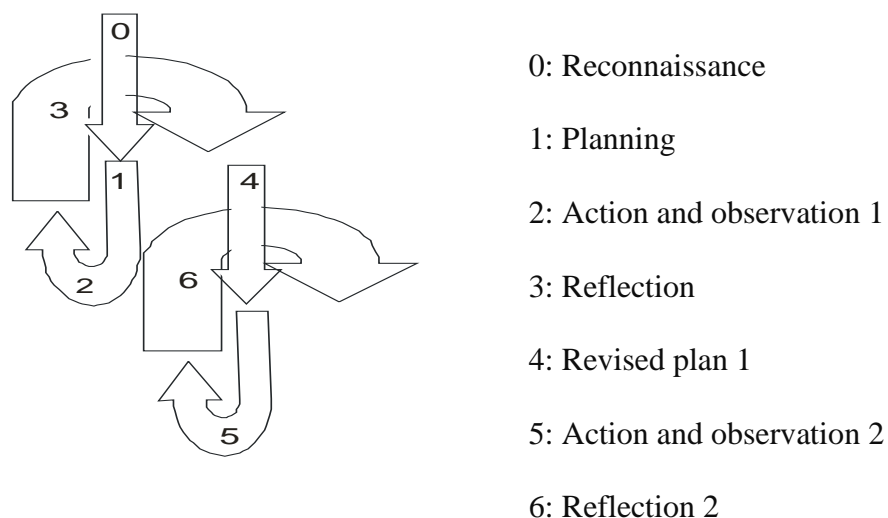


Figure 1: Steps of action

**research according to Kemmis and McTaggart in Burns
(1999:33)**

At first, this study was planned for Cycle I. But at the end of Cycle I, if it showed that the result of the students' achievement test and the students'

involvement in the classroom activities was not satisfactory yet, the researcher decided to conduct Cycle II with some changes for improvement.

This classroom action research was concerned with teaching listening comprehension. It consisted of some tests to support the qualitative data, such as pre-test and reflection or post-test. Before the researcher implemented the cycle, questionnaire and some interviews were conducted to know the conditions in pre-action. Then, pre-test was given to the subject in order to know their preexisting listening comprehension ability. In conducting the research, the researcher worked on the basis of cyclic process, in which each cycle included planning, action, observation and reflection.

B. Subject of the Study

This research was intended to find out the solutions to the learning problems faced by a specific group of students. The subjects were the eleventh grade students of SMA Negeri 1 Sleman especially in class XI Social 2, in the academic year of 2013/2014. There were 36 students in the class. They were chosen because the results of their listening tests were below the teacher's expectation.

C. Procedure of the Research

1. Determining the Thematic Concern on the Reconnaissance

In this step, interviewing the English teacher and students and giving the pre-test were used to identify the existing problems related to the listening teaching and learning process. Observing the teaching and learning process of listening in

the classroom was done after interviewing the English teacher. Based on the result of the pre-test, the interview, the questionnaire and observation, the problems in the listening teaching - learning process was classified to be solved based on the priority scale. From the background and identification in chapter I, there were some problems that researcher wants to investigate. The researcher considers to focus on students' problems related to the listening ability, which included the teacher did not use interesting materials in using film, the teacher did not use an appropriate strategy in teaching listening in using film, and the students did not have good ability in listening to meet the standard score.

2. Actions

a. Planning

All members of this collaborative action research discussed to plan some actions to be implemented in the class. The researcher made possible plans covering other research members' opinion, suggestion, expectation and materials to overcome the listening problems. Film clips media was chosen as the media to improve the students' listening comprehension. Actions planned to be carried out were as the following.

- 1) Using authentic materials to attract the students' motivation in listening.
- 2) Using film clips media in teaching and learning process of listening.

b. Action and Observing the Action

The interpretation of the phenomenon happened during the action was writing and discussing with the English teacher to improve the next action. In this action,

the action was conducted by the researcher whereas the English teacher observed the action implemented by taking notes. Thus, interviewing the students and the English teacher was done after the listening teaching-learning process ended. In this action, the researcher implements the planning has made. The observation was done during the action implemented. At first, this study was planned for cycle one. At the end of Cycle I showed that the result of the students' achievement test and the students' involvement in the classroom activities were not satisfying yet, the researcher decided to conduct Cycle II with some changes for improvement.

The researcher gathered the data about the way the students' respond to the action, observed and took notes on the way the students' respond to the actions and the obstacles occurred during the implementation of the actions. The interview was conducted to analyze the students' feelings, opinions, and suggestions concerning the actions. The researcher discussed the implemented actions with the English teacher. Subsequently, the researcher and the English teacher identified the successful and unsuccessful actions, and the possibility to improve the actions. The results of this evaluation process were considered for the reflection in the next step.

c. Reflection

In the reflection, there were discussion and evaluation of the implemented actions. All of the research members involved in the discussion of the effectiveness of action as well as the problems happened in the classroom during the implementation of the action. The evaluation was used to write the report of

the action research and showed the effects of the action in the students' ability in listening comprehension. The action that was unsuccessful was modified with the suitable one, but the action that was successful was used again in the next action. The research cycle was stopped when team was satisfied with the result of implemented actions in improving the quality of students' ability in listening comprehension.

D. Research Instrument

The instruments of this research were presented as follows:

1. Questionnaire

The questionnaire was used to get the information of students' necessities, lacks, and wants. The researcher asked the students to answer the questionnaire related to the teaching and learning process of listening skills in their class. Then, the results of the questionnaire could be formulated to create pre-test.

2. Students' Listening Tests

The pre-test was used to find out students' ability in listening comprehension. Their work was analyzed to measure the students' progress in listening through film clips media. The students were asked to comprehend the spoken text that had been discussed in course grid. The students' listening contained the materials from basic competence at the eleventh grade of senior high school.

3. Interview Guidelines

Interview guidelines were used to get the data about teacher's and students' opinion before, while and after teaching and learning process. The interview was

done after the researcher made an interview guide. It was used as guidance for the researcher in doing the interview. It means that the researcher asked some questions by her but he gave opportunities to the students and the English teacher to say everything related to teaching and learning process of listening. The researcher interviewed the English teacher and some students of the eleventh grade in SMA N 1 Sleman. It was done before, while, and after the actions have been implemented.

4. Observation Sheets

Observation sheets were used to evaluate the teaching and learning process in the classroom. It consisted of some evaluations related how the researcher implementing the research. It was indicated from the evaluation on observation sheets which was evaluated by the teacher for every meeting. The process for implementing the action was very successful if the teacher gives high score for every meeting on the observation sheets.

5. Photographs

Photographs were taken by the observer during the teaching and learning process. The photograph was one of the references to support the notes about what happened in the classroom. It helped the research team of the action to arrange the action plan.

E. Data Collection

There were two kinds of data gathered in this study, they were the quantitative data and qualitative data. The quantitative data showed the finding of

students' score in listening comprehension in terms of the mean score that could be reached by the students from the pre-test until the post-test of every cycle. Pre-test was held before the action was implemented. After the action was implemented, the researcher held the post test in each cycle. The students' score were used to measure their listening comprehension improvement. These data were shown in the form of table and interpreted descriptively with the support of the qualitative data taken from the observation made by the researcher in every session of both cycles, and from the interview with the students.

F. Data Analysis

The analysis of data was represented by the reflection of the cycles of the research. By doing the reflection, the researcher would have authentic knowledge, which can help the researcher in interpreting the data. The data were analyzed from the result of field notes, interview transcripts, and listening score. The researcher obtained qualitative and quantitative data from this research. To analyze the data, the researcher used the qualitative and the quantitative descriptively analysis.

Miles and Huberman (1984:16) state some steps to analyze a qualitative action research data of which most of the data are in form of words, sentences, phrase, and other expressions: 1. Eliminating the unneeded data in order to keep our focus on the primary data (reduction), 2. Presenting the essential and supporting data (data display), and 3. Evaluating and drawing conclusion (verification). In reduction, the researcher eliminated unimportant data which

were not related with the improvement of students' listening ability. For example, the researcher summarized the interview transcripts and field notes, and gave some conclusions in observation sheets. In presenting the data display, he wrote essential data which were supported with the improvement. The last, he drew some charts related to the improvement to give conclusions in the qualitative data.

The descriptive quantitative analysis was used to analyze the quantitative data which cover the students' listening test scores. The quantitative data were presented in the form of tables. They were compared in each cycle to see the differences.

G. Data Validity

The validity of the data was established by fulfilling the democratic, outcome, process, catalytic and dialogic validity (Anderson, 1994) in Burns (1999: 161-162). In this research, the data validity was assessed by considering the result of the action by looking at the success, the failure and the problems of the action.

To get the democratic validity, the English teacher and the students were given chance to give their ideas, suggestion, and comments about the implementation of the research. The teacher and the students were interviewed about their ideas, suggestion, critiques, and comments after the action. Their opinions were used to improve the next action plan.

Outcome validity was assessed by looking at the result of the action done. The success and failure of the action and also the problem found in the action were also considered to improve the next action.

To assess the process validity, triangulation technique was done by gathering accounts of the teaching-learning situation from two quite different points of view, namely the teacher and students to avoid the bias that happened.

Meanwhile, the catalytic validity was assessed by giving chance to the teacher and students to deepen their understanding on the changes of the social realities of the context.

Finally, the dialogic validity was done by having discussions with the English teacher and students to improve the next action. The dialogic validity was used to determine the success and weakness in the action.

CHAPTER IV

RESEARCH PROCESSES AND FINDINGS

This research was action research. It tried to know the actual actions which could improve the listening skills of the students. It was conducted in class XI Social 2 of SMA N 1 Sleman which involved the researcher, the English classroom teacher, and also the students of class XI Social 2. The study was conducted based on the steps that had been previously planned. The following are the reconnaissance steps and the actions implemented in the steps of this action research. This research focused on planning, identifying, implementing, and evaluating any feasible actions that can improve the students' listening comprehension skill. To improve the students' listening comprehension ability, the researcher focused on using film clips.

This chapter presented the process of the research conducted in Cycle I and Cycle II, the result of the research, and the interpretation of the finding. There were two findings gathered in this study, quantitative findings and qualitative findings. The quantitative findings obtained during the research were used to support the qualitative findings.

A. Condition before the Action

The researcher started the research on Tuesday, 28th January, 2014 at class XI Social 2 to observe the classroom activities, interview the students, the English teachers and classroom teacher of class XI Social 2. The observation was done to

get information of the condition before doing actions in the learning process of listening in class and the problem followed.

From the result of the interview and observation, the researcher found that some students were not enthusiastic in listening activity in the class. The students' competence of listening was unsatisfactory. Moreover some students often had difficulties to generate ideas when they were listening and to understand the spoken passage because they lack vocabulary mastery. The following was the teacher's statement which strengthen the summary.

R : *Saya ingin menanyakan tentang hasil siswa yang dirasa Ibu kurang memuaskan pada saat pembelajaran listening, adakah kendala-kendala yang Ibu alami saat mengajar di kelas?*

(Mam, I just want to know about why the result of listening is not really good, could you tell me what is the cause?)

T : *Selama ini dalam pelajaran bahasa Inggris ada beberapa kendala sih Mas. Anak-anaknya itu kurang paham kalau saya ajar dan pas waktu listening mereka cenderung mengantuk kalau ditayangkan film.*

(Based on my observation in learning listening, **the students are lazy and they look sleepy in watching film.**

R : *Dengan kata lain, bisa disimpulkan motivasi masih kurang.*

(In another word, we may conclude that their motivation is low.)

T : *Tepatnya seperti itu mas.*

(Yeah, we may say that.)

R : *Berbicara mengenai kemampuan listening, apa sudah memenuhi harapan Bu?*

(Talking about the students' listening ability, have it met the expectation?)

T : *Sejauh ini ya masih belum memenuhi. Beberapa dari mereka masih sering menemui kesalahan di dalam mengidentifikasi informasi penting dalam teks lisan berbentuk monolog ataupun dialog.*

(So far, their listening ability has not met the expectation yet. **Some mistakes found in their listening are in identifying and finding the topic of the spoken passage and identifying the main point or important information.**)

(Int- 2/February10th, 2014)

The researcher also made a conversation with some students to know their difficulties in listening.

- R : *Haha. Inspirasi baru. Ok deh. Insya Allah mas besok mau ngajar kalian skill listening di kelas, untuk mambuat kalian nyaman belajar listening di kelas, ayo cerita kira-kira kesulitannya dimana kalo dalam skill listening?*
 (Hahaha. It is a new inspiration. Good. Yeah guys, I'm going to teach listening skill in your class, to make you comfortable in learning listening, come on...tell me, what are your difficulties in listening?)
- S5 : *Oh Tuhan, . Aku ga suka prlajaran listening. Aku takut. **Apalagi kalo yang nyari-nyari information-information, butuh konsentrasi lebih.** Hehe.*
 (Oh my God, I don't like listening, I'm afraid. **Especially, in identifying the information and something like that, it needs more concentration.** Hehe)
- S3 : ***Listening buat kita ngantuk mas.***
 (Listening makes me sleepy, Mister.)
- S4 : *Hahaha, **apalagi kalo ada kata yang ga tau artinya pas mendengarkan, trus tarnya ktemu lagi yang ga tau artinya lagi, wes, males, hehehe. Bikin putus asa mau ngelanjutin nonton filmnya Mister.***
 (Hahaha. Moreover **if I don't know the meaning of the word, then I find it again in the next sentence. It will make me be desperate to continue watching the film.)**
- S21 : ***Nginget arti kata tu sulit Mister. Terus kadang kadang suaranya itu ga jelas ngomong apa.***
 (To remember the meaning of the word is difficult. And also we get some difficulties in understanding the sounds.

(Int- 4/ February 19th, 2014)

After interviewing the teacher and some students, the researcher noted that the students' listening ability had not met the expectation yet. Most of the students had listening problems in terms of identifying the topic sentence and the specific

information. The students also had low motivation in learning listening. It can be seen from the field note which was presented in the following.

... Bu N menanyakan beberapa pertanyaan kepada siswa tentang character, contents of films , dan genre of the text. Banyak diantara mereka yang tidak tahu bahwa film yang diputar minggu lalu termasuk ke dalam narrative text. Siswa tidak memahami apa yang Bu N maksudkan. Setelah itu Bu N mengajarkan tentang language features, generic structure, dan function of narrative text. Kemudian siswa disuruh menjawab beberapa pertanyaan yang diberikan Bu N pada lembar kerja siswa. Banyak siswa yang kebingungan dan tidak pahan dengan film yang mereka tonton minggu lalu. Siswa diminta mengerjakan tabel yang berisi tentang title, language features, generic structure, dan function of narrative text berdasarkan film yang mereka tonton minggu lalu. Para siswa terlihat tidak antusias, ada beberapa yang mengobrol, bertopang dagu, dan mengantuk. Setelah 25 menit, Bu N meminta mereka untuk membaca jawaban mereka dari bangku. Tidak ada yang bersukarela membaca. Kemudian, Bu N memanggil mereka dengan daftar presensi. Ada beberapa siswa yang menjawab kurang tepat, disebabkan karena mereka kurang hati-hati dalam mengerjakan dan mereka tidak mendengarkan perintah yang diberikan Bu N sebelumnya. Setelah semua pertanyaan terjawab, Bu N memberi kesempatan siswa untuk bertanya, namun tak ada yang bertanya.

(...ET checked the students' understanding about the narrative text by saying "Can you mention who are the characters, what the film tells about and the genre of the text?" No one of the Ss answered and they kept silent. There were some of Ss talking to other friends. ET explained the generic structure, language features and function of narrative text. After that ET explained it and Ss wrote the explanation in their notebook. ET asked Ss to do the task based on the film they watched in last meeting. Ss had to answer with on the worksheet. Many Ss were still confused and did not know the vocabularies in the sentences. Some Ss used dictionary to help them. It took 25 minutes to finish the Task. The students looked unenthusiastic, there were some of them who were chatting, leaning chin, and sleepy. After 25 minutes, ET asked Ss to read their work from their seat. There was no S who wanted to be a volunteer to read it. Then, ET called some Ss from the attendance list to read their works from their seat. There were some students who cannot answer because they were not careful in doing the task and they did not pay attention to teacher's instruction. After the questions were answered, ET gave an opportunity to Ss to ask a question but no one of them asked a question.

The field notes showed that the students were not enthusiastic in the learning process. Only some students could finish the task. Most students did not participate actively in the discussion. Moreover, some students made some mistakes because they were careless in doing the task and did not pay attention to the teacher's explanation and instruction.

The researcher also gave a test to know the prior ability in listening comprehension before the action done, which consists of 40 items of objective type test. The researcher and collaborators did the reflection toward the result of listening score before action. The mean result of the test on pre-test was 68.7.

Based on the problems related to the teaching-learning process in listening, the researcher and the teacher discussed the main causes of the problems that needed to be solved. They could give bad effects to students in order to achieve the materials that were given by the teacher. It was agreed that the main causes of these problems as follows.

1. The students had low motivation in learning listening.
2. The strategy of teaching and learning of listening instruction was not effective, which cause the students' competence of listening does not meet the expectation.

The teacher asked the researcher to propose some action plans to overcome the field problems. The teacher added that the actions plans should consider the limitation of fund, time, and the ability of the researcher and the teacher in conducting the research.

B. Determining the Actions to Overcome the Problems

In this part, the researcher combined the collected data in observation and used the teacher's suggestion. As suggested by the teacher, the researcher made some actions plans to overcome the field problems. The actions were intended to overcome the problems of the students who had difficulty in understanding narrative texts especially in watching film, the students who usually talked with their friends and made noise, the students who seemed to be lazy to study in the listening activity, and students' with lack vocabulary. The actions plans were as follows.

1. Using interesting films to attract the students' motivation in listening.
2. Using film clips in teaching and learning of listening to improve students' listening comprehension ability.

The use of film clips in listening teaching and learning process was intended to make the students more interested in listening. This media would help the students to comprehend the materials especially in listening a spoken narrative text. They would be actively involved in the listening activities.

Film clips aims at improving the listening ability and comprehension of English language learners in English teaching-learning and employing students to discuss and work on a task. By thinking about the topic before they watch a film, students would be able to generate the idea about the main idea and the important information. They were also asked to formulate some questions based on the film to arouse their curiosity. It would engage students to be more active in listening

activities. Effective film clips improves the overall learning environment and success of all students when implemented properly.

Film clips would be able to attract the students' motivation. Motivation helps students to learn better and more quickly in listening process. The students were easy in understanding the materials, when they were motivated to follow the lesson. It could also create the learning process run well and be successful. By having film clips, the teaching and learning process would be well managed and the teachers could bring the students into a better understanding of the materials.

C. Research Process

In this section, the researcher presented the result of the research which consisted of two parts namely: Cycle I and Cycle II. In each part, it discussed planning, acting and observing, and reflecting.

1. Report of Cycle I

After having agreement with the English teachers, the researcher did Cycle I on Tuesday, March 18th 2014, Thursday, March 20th, 2014, and Tuesday, March 25th, 2014. The research team also agreed that beside as an observer, the researcher would be as the teacher in the class and the English teacher of class XI Social 2 be as the observer.

a. Planning 1

1) First meeting

- (a) The researcher planned to make lesson plans. The material was about narrative text.

- (b) The researcher planned to make the materials in the form of films such as animation movies and showed them on the whiteboard by projector to attract the students' interest.
- (c) The researcher planned to give an example of a narrative text, then explain about the narrative text, language features, and generic structure used in a narrative text.
- (d) The researcher planned to teach the students how to comprehend the spoken narrative text in an effective way by introducing film clips.
- (e) The researcher planned to make the students understand the narrative texts by practicing the viewing technique of film clips in comprehending and identifying the generic structure and language features of some spoken texts in the form of movies that given to them.
- (f) The researcher planned to ask the students to answer questions in groups of four, after that the researcher and the students discussed the answers together.

2) Second meeting

- (a) The researcher planned to ask the students to make groups. They did the listening process by working in groups. Each group consisted of 4 students.
- (b) The researcher planned to give tasks for the students then they were asked to answer some questions based on the spoken text by using film clips in comprehending the film.
- (c) The researcher planned to collect students' task and give feedback on it.

3) Third meeting

- (a) The researcher planned to discuss the feedback in students' listening.

- (b) The researcher planned to discuss the answers of all questions together with the students and apply film clips in comprehending the spoken text.
- (c) The researcher planned to ask students to revise their work and publish them on the task board.
- (d) The researcher planned to ask the students to answer some questions and apply film clips in comprehending the spoken text individually.
- (e) The researcher planned to ask students to change their work to their friend to be scored.
- (f) The researcher planned to discuss the task and give chance for the students to revise them to publish on the task board.

b. Action and Observation of Cycle I

The action of Cycle I consisted of three meetings. The first meeting was the explanation of film clips media. The researcher explained and thought the students about the purpose, generic structure, and language features of the narrative text and how to comprehend the spoken text by using film clips. The second meeting was the activity when the researcher focused on answering the question based on the questions given to them. In the third meeting, the researcher asked students to answer the questions and practice using film clips individually, then revise their work. The detail of the actions in each meeting was discussed as follows.

1) First Meeting

The first meeting was held on Tuesday, March 18th 2014. The researcher started the class by greeting the students. Initially, the students were not really enthusiastic. There were some of the students felt sleepy and talked with their

friends. However the students were interested when the researcher performed media to show the narrative text which was film clips media. The film clips media supported with the high quality of video and interesting topic was able to attract the students to pay attention to the teacher explanation.

Before the researcher explained about the narrative text, brainstorming was given to check the knowledge of students about some movies in the form of pictures on the projector by asking the students' experience when they watched those films. By giving illustrations about the topic being discussed and introduce the film clips used, an example of film clips entitled "Ice Age 4" were given to the students.

The researcher performed the use of film clips in listening teaching and learning process. Explanation of the steps of viewing technique of film clips, how to use them, and the benefit of the techniques were clearly given to the students. After all students understood how to use the viewing technique of film clips, the students were asked to listen and watch some film clips. Then, the researcher asked the students to identify the generic structure of the spoken text and answer the questions there based on the film clips by practicing the techniques and guiding by the researcher. After they had finished the assignment, the researcher asked some of the students to answer the question before the researcher and the students discussed the answers together. All of the students were active to answer the questions.

The implementation of this session ran well. It could be seen that they were active to answer the questions. Most of the students participated in the recite step.

They were able to identify the generic structure and answer the questions based on the film clips. However some of the students still got confused about the film clips. The researcher explained again until students understood. Although some students still made a lot of noise, the researcher found that the use of film clips was interesting to improve the teaching and learning process in listening.

Because of the time was up, the researcher ended the class. Before it, the researcher summarized the material learnt and checked the students' understanding to the material given. Then, the research team walked to the teacher office to discuss about the action and plan the next action for the next meeting.

2) Second Meeting

The second meeting was held on Thursday, March 20th, 2014. The students looked happy when the researcher came to the class. The researcher started the teaching learning process by greeting and checking the attendance. After all students were ready to start the lesson, the researcher asked the students to flash back first to the last material that they had learned in the last meeting and review it. It aimed at reminding their memory and be confidence in joining the English listening class.

Then, the researcher asked the students to sit based on their group work. There were 9 groups. The new film clips were played by the researcher and the students had to identify some information by answering the questions on the students' worksheets. The students worked in their group. The researcher monitored the students' activities. He also helped the groups to enrich students'

vocabularies by offering some synonyms and write the meanings on the whiteboard.

After they had finished doing the assignment, they discussed their work with their groups, many students asked some help to the researcher when they got difficulties. However, some of them still made noise and talked with their friend during the listening teaching and learning process held.

Although some of the students still did not pay attention to the teacher's explanation, overall listening teaching and learning process ran well. The researcher asked the students to pay attention to their discussion. The researcher always moved around and paid attention to all students in the class.

Before the researcher ended the class, the students submitted their tasks. They would know the score from the researcher in the next meeting. To appreciate their work, they published them on the task board after the researcher gave score to them.

3) Third Meeting

The third meeting was held on Tuesday, March 25th, 2014. The researcher started the class by greeting and checking the attendance list. Then students had to sit based on their groups. The researcher gave the students' listening score to each group. Then, the researcher with the students discussed the answers of all questions together and applied the film clips. So, the students had time to revise their answers and publish them on the task board.

In this third meeting, the researcher prepared some tasks for the students. In this case, they were focused on working individually. After they were ready, the

researcher gave some tasks to each student. The students were asked to answer some questions and apply the film clips in comprehending the spoken text individually. The researcher moved around to check their work and help them if they got some difficulties.

After all students finished doing the tasks, the researcher and the students discussed the task. Then, the students had to write their correct answer on the whiteboard. Using film clips was used to make the students more interested to publish their work. The students got a chance to revise their work and then published it on the task board. Then, the researcher gave a reward to the most active students.

The students were so happy with their work. They had enthusiasm in listening the researcher's explanation when they were discussing the tasks. The researcher invited some students to write their answers on the whiteboard. They were also actively involved on it. But sometimes they find a difficulty in terms of vocabulary. To help this, researcher gave a chance for the students to help each other by translating the difficult word and writing it on the whiteboard.

This activity did not really run well yet. The students remained pretending as if they were in group activities. They kept talking each other. Sometimes the researcher reminded students to work on their own but the condition did not last for a long time. They began talking each other again. When the bell was ringing, some students have not finished their work yet. But they had to submit their work even though they have not finished yet. The researcher informed that the students would receive the result in the next meeting.

c. Reflection 1

After implementing the action, the researcher and the English teacher, as the collaborator, made reflection on the action done. The researcher had a discussion with the English teacher in order to evaluate the action. Based on the observation done in Cycle I, the researcher did not get any difficulties to transfer the materials. Although, the students did not get the highest score yet, but they had showed their ability in listening comprehension increased from the pre-test to the post-test 1 score. The data were recorded as follows.

Table 3: The Comparison of the Students' Mean Score of Listening in Pre-test and Post-test 1

Score	Pre-test	Post-test 1	Improvement
Mean Score	68.7	76.4	7.7

From table 3, it was found that there was a constant increase of students' listening comprehension ability during this Cycle. It can be seen from the score, in pretest the mean score was 68.7 while in the post-test 1 the mean score became 76.4 for students' listening comprehension ability. It increased about 7.7 from pre-test.

Here, the film clips has an important role in increasing the score of the students. Film clips could help the students to understand and identify the generic structure of the narrative text. It can be seen from the interview as follows.

R :Hahaha, makasi ya Allah dan makasi ya adik-adik, ya semoga bermafaat media dan tekniknya dalam meningkatkan kemampuan listening kalian. Haa, terus, menurut kalian lebih mudah mana belajar listening menggunakan audio saja atau seluruh film ditayangkan atau dengan kegiatan pembelajaran menggunakan media film clips?

(Hahaha, thanks God and thanks guys. Hopefully, this media will help you in improving your listening ability. Next, in your opinion, which one is easier to learn, listening by using film clips or listening by using audio material?)

S3 : Jadi lebih baik kalo aku pake media film clips Mister. Habis kita pake media dan viewing technique of film clips trus diskusi, jadi gampang banget.

(It's getting better when I use film clips, Mister. After I use this media and viewing technique of film clips in watching movies then we discuss it again, it looks easier.)

S2 : Make media film clips itu menarik waktu kita memahami teks lisan. Apa lagi kalo di step While - Viewing, pengen cepet-cepet jawab soalnya jadinya.

(To use the film clips is more interesting in comprehending the spoken text. In While- Viewing step especially, this step makes me so eager to know more about the film.)

S5 : Listening jadi lebih enak kalo pake media dan teknik donk Mister. Aku dapet intinya.

(Listening becomes more enjoyable when I use the film clips, Miss. I can get the point.

(Int- 5/March 27th, 2014)

Although some students still made a lot of noise, the researcher found that the use of film clips was effective to improve the teaching and learning process in listening. It could be seen that the students were enthusiastic and did the activities

instructed by the researcher. They involved in the class activities and helped their friend of their group to answer the questions. It made class activities more interesting and more enjoyable. It can be said that film clips was useful to increase students' motivation as well. Such evidences were also supported by the field note as follows:

... Pada saat itu, kondisi kelas masih sedikit ramai. Terdapat beberapa siswa yang masih mengobrol dengan temannya. Namun, setelah P meminta siswa untuk menonton film yang diberikan dan meminta mereka untuk memulai langkah Pre-Viewing, siswa yang tadinya masih mengobrol akhirnya memperhatikan film yang ditayangkan. Setelah 3 menit, P meminta siswa untuk mengidentifikasi kata-kata yang mereka anggap susah.

(In that time, the situation was little crowded. There were some of the students were busy chatting with their friends. However, after the researcher asked the students to watch film and asked them to start the Pre-Viewing step, the students who were chatting finally they paid attention to the film. After 3 minutes left, the researcher asked the students to identify the difficult words that they did not understand

(FN- 8/ March 25th, 2014)

The researcher also concluded that the use of film clips could help the students in listening. Learning listening became easier for them because they had already understood the steps in listening. The following was the interview between the researcher and the students which strengths the summary.

R : Betul. Jadi, apakah ada peningkatan setelah menggunakan film clips? Apakah kalian jadi suka listening sekarang?

(That's right. So, is there any improvement after learning by using film clips? Do you enjoy your listening now?)

S3 : Lumayan Mister. Media dan teknik baru ini bikin mudeng tentang isi filmnya dan listening itu sendiri. Kalau ga pake video kita bisa menerapkannya di audio kan mister. Mister, ngajar skill lainnya donk.

*(It's not bad Mister. **These new media and technique make me understand about the content of the film.** Mister, teach other skill here, please.)*

- S4 : *Setuju banget. Filmnya juga ngasi banyak info baru Mister. Aku suka. Emang sih harus sering paham media dan teknik ini, karna aku takut, aku lupa pake stepnya, hehe*
(I do agree. **The film gives me much new information.** I like it. I have to practice these media and technique always, because I'm afraid, I forget one of the steps.)
- S5 : *Hal yang baru untukku sekarang Meters. Aku bisa nambah vocab. Yang While - Viewing stepnya bikin penasaran buat tau isi filmnya.*
(The real thing of me now, **I can increase my vocabulary. The While - Viewing step really makes me to be curious to know about the film more.**)
- S1 : *Aku sangat menikmati. Sekarang aku tau cara menjawab pertanyaan dengan baik dan benar kalau pakai film clips Mas. Aku jadi semangat belajar bahasa Inggris. Listening itu menyenangkan.*
(I really enjoy. **Now, I know how to answer the questions correctly by using film clips. I have more spirit in learning English. Listening is a pleasure.**)

(Int-5/March 27th, 2014)

After the researcher conducted Cycle I, there was a good improvement on students' motivation. Especially when the researcher used the new films of listening materials, it attracted their attention, easily it helped them in comprehending the spoken text. They were not bored, they really enjoyed their activities in using film clips.

After that, the researcher concluded that there were several problems in the teaching of learning process in Cycle I. Some of them were that some students did not take a part in group work. The students still got confused in answering the question and remembering the new vocabularies. The researcher tried to solve problems by conducting action in Cycle II.

2. Report of Cycle II

After having agreement with the English teachers, the researcher did Cycle II on Thursday, March 27th, 2014, Tuesday, April 1st, 2014, and Thursday, April 3rd, 2014.

a. Planning II

1) First meeting

- (a) The researcher planned to make lesson plans. The material was about narrative text.
- (b) The researcher planned to make the materials in the form of films which were animation movies and published them on the whiteboard by projector to attract the students' interest.
- (c) The researcher planned to give an example of a narrative text, then explain about the narrative text, language features, and generic structure used in a narrative text.
- (d) The researcher planned to teach the students how to comprehend the spoken narrative text in an effective way by introducing film clips.
- (e) The researcher planned to make the students understand the narrative texts by practicing the viewing technique of film clips in comprehending and identifying the generic structure and language features of some spoken texts in the form of movies that given to them.
- (f) The researcher planned to ask the students to answer questions in groups of four, after that the researcher and the students discussed the answers together.

2) Second meeting

- (a) The researcher planned to ask the students to make groups. They did the listening process by working in groups. Each group consisted of 4 students.
- (b) The researcher planned to give tasks for the students then they were asked to answer some questions based on the spoken text by using film clips in comprehending the film.
- (c) The researcher planned to collect students' task and give feedback on it.

3) Third meeting

- (a) The researcher planned to discuss the feedback in students' listening.
- (b) The researcher planned to discuss the answers of all questions together with the students and apply film clips in comprehending the spoken text.
- (c) The researcher planned to ask students to revise their work and published them on the task board.
- (d) The researcher planned to ask the students to answer some questions and apply film clips in comprehending the spoken text individually.
- (e) The researcher planned to ask students to change their work to their friend to be scored.
- (f) The researcher planned to discuss the task and give chance for the students to revise them to publish on the task board

b. Action and Observation in Cycle II

The action of Cycle II consisted of three meetings. There was a break of time between Cycle I and Cycle II. This time was used by the researcher to evaluate the result of Cycle I and to make lesson plans, materials and the tasks for the students.

In the first meeting, there was an activity when the researcher reviewed and reminded the materials about narrative text. The students were asked to respond about the narrative text. The second meeting was the activity when the researcher focused on answering the question based on the film clips that given to them by inviting some students to come to front of the class. In the third meeting, the researcher asked students to answer the questions and practice using film clips individually, and then revised their own work. The detail of the actions in each meeting was discussed as follows.

1) First Meeting

The first meeting was held on Thursday, March 27th, 2014. The students were happy that researcher taught them again. The researcher published the media to attract the students to listen to the teacher explanation. The researcher gave a quiz to recall the materials about narrative text. After doing to the task, the researcher did warming up. The researcher explained again and gave other example of the narrative text.

Before the researcher explained about the narrative text, brainstorming was given to check the knowledge of students about some movies in the form of pictures on the projector by asking the students' experience when they watched those films. By giving illustrations about the topic being discussed and introduce the film clips used, an example of film clips entitled "Shrek and Princess Fiona" were given to the students.

Then, the researcher asked the students to identify the generic structure of the film clips and answer the questions there based on the film clips by practicing the

viewing technique of film clips and guiding by the researcher. After they had finished the assignment, the researcher asked some of the students to answer the question. It became a pleasurable activity because many students actively involved in the listening activities. Easily, they were able to identify the generic structure and answer the questions based on the film clips. However some of the students still got confused about the film clips. The researcher explained again until the students understood. Because it was just an exercise before production, the researcher did not give the score on it.

2) Second Meeting

The second meeting was held on Tuesday, April 1st, 2014. In this meeting, the students did the task in groups. To make it more clear, the researcher asked the students to make groups of 4 only. The researcher played the film clips and gave the comprehension questions to each group. After they have finished, He asked students to answer the all questions by inviting some students to come to front of the class and discuss it together. The other groups were able to respond the answer based on their groups' opinion. To help the students in memorizing the new vocabulary items, the researcher asked students to write them in their book.

All students wrote the new vocabularies on their book, they looked so enthusiastic in learning English. Overall listening teaching and learning process could run well. The researcher noticed the students to focus on their discussion. The researcher always moved around and paid attention to all students in the class.

3) Third Meeting

The third meeting was held on Thursday, April 3rd, 2014. Before the researcher asked the students to watch the film clips, the researcher with the students discussed the feedback first to minimize the mistake. Next, the researcher and the students together answered all questions by applying the film clips. The students were given time to revise their answers and publish them on the task board.

In this third meeting, the researcher trained the students to improve their listening comprehension individually and the researcher tried to give other kinds of films which were more interesting for the students. After they were ready, the researcher played the film clips to the students. The students were asked to answer some questions and apply the viewing technique of film clips in comprehending the spoken text individually. The students did the task seriously. The researcher monitored and helped them if they got some difficulties.

After all students finished doing the tasks, the researcher and the students discussed the task and scored it together. Then, the students had to write their correct answer on the whiteboard and their paper. However the students still got a chance to revise their work then published it on the task board.

Ten minutes before the researcher ended the class, the researcher asked the students' feeling in learning English. All materials were reviewed together with the students to make them confident in listening comprehension. The students were so happy with their work.

c) Reflection 2

Based on the observation was done in Cycle II, the researcher did not find significant problems. The students had good motivation in the listening process. They enjoyed the listening process by using film clips. Publishing their work also made them proud with themselves. The interview between the researcher and the students were presented as follows.

- R : OK, lagi ya, kalo menurut adik-adik, lebih enak mana pembelajaran mendengarkan dengan teknik film clips atau dengan pembelajaran yang seperti biasa?*
 (OK, next, based on your opinion, which one is more enjoyable, learning listening by using film clips or usual teaching and learning?)
- S3 : Ya pake media dan teknik donk Mister. Ada variasi gitu. Ga bosen Mister.*
(I think by using the media and technique Mister. There is a variation. We are far from the word “bored”).
- S1 : Ga bosen bener Mister. Biasanya kalo pada disuruh nonton film kan malah pada ngantuk hehe.*
(That’s right. I didn’t get bored Mister. Usually, if we were asked to watch film, we feel sleepy, hehe.)
- S2 : Gampang nangkep juga Mister.*
(I understand the text easily Mister.)

(Int-6/Anril 3th. 2014)

Most of students were actively involved in listening process. They did the task seriously. The students were able to use viewing technique of film clips technique to support their learning process and their listening. Most of them did not have difficulties in comprehending the spoken text. They were able to identify the generic structure easily. The following was the field note.

... Para siswa dengan segera mengerjakan tugas mereka dengan menggunakan media film clips. Terdapat beberapa dari mereka yang masih bingung dalam menonton film, namun kebanyakan sudah mengerti tentang isi dari teks. P berkeliling mengawasi siswa. Beberapa siswa bertanya kepada P beberapa masalah vocabulary item dan generic structure.

.....10 menit terakhir, P bertanya kepada siswa apakah sudah selesai mengerjakan. Banyak dari mereka telah selesai mengerjakan. P meminta siswa intuk berhenti mengerjakan dan mendengarkan penjelasan. P meminta siswa untuk melihat kembali apa yang telah mereka tulis....

(... The students soon did their work by using film clips. There were some students who were still confused in watching film clips, however most of them already understood about the film clips. The researcher went around supervising the students. Some students asked to the researcher some problems in vocabulary item and generic structure. The last 10 minutes, the researcher asked whether the students already finished working. Most of them already finished their work. The researcher asked the students to stop working and listen to the explanation. The researcher asked the students to look again what they have already written...)

(FN- 9/ April 1st, 2014)

After implementing Cycle II, the researcher found there was improvement on students' result. They got fewer mistakes in doing the task. The following was the conversation between the researcher and the students.

R : Hore. Alhamdulillah. Nah berarti **penggunaan media dan teknik film clips dalam pembelajaran listening dapat meningkatkan kemampuan listening** kalian kan?

(Hurray! All praises just for you God. So, **is the using of film clips in listening process can improve your ability in listening comprehension now?**)

S3 : **Of course, Mister.** Nilai kita naik kan Mister?

(**Of course, Mister.** Does our score increase Mister?)

R : Iya, tentu.

(Yes, sure.)

S5 : **Kalo aku lumayan meningkat Mister. Jadi dengan kita menggunakan media dan tekhnik film clips, kita jadi lebih paham betul isi dari film tersebut ya Mister.**

I think I am pretty increase Miss. **By using film clips, we become more understand about film.)**

S2 : **Sama Mister, jadi lebih teliti juga aku, dengan step While-Viewing, aku jadi penasaran buat notnon filmnya. Hehe.**

(Me too. **I become more carefully in doing the task. Especially, in while viewing-step, this step makes me eager wanna know about the film.)**

- S1 : Iya Mister, aku kerasa enjoy mendengarkan dan menonton filmnya, kayaknya tu, informasi yang didapat keinget-inget terus. Hehe.*
 (Yes Mister, **I really enjoy the listening process, it's like the information that I get always running through my head.** Hehe.)
- S4 : Uhm, sedikit meningkat kayaknya ni Mister. Hee*
 (Uhhh, It is little increase Mister. Hee.)

(Int-6/ April 3rd, 2014)

The students' listening score was increased because the use of film clips in the teaching and learning of listening. The following was the comparison of the students' listening score in Cycle I and Cycle II.

Table 4: The Comparison of the Students' Mean Score of Listening in Post-test 1 and Post-test 2

Score	Post-test 1	Post-test 2	Improvement
Mean Score	76.4	87.5	11.1

After Cycle II was done, the researcher and the research team reflected the action done. From the implementation of the action in Cycle II, it was revealed that applying film clips improved the students' listening comprehension and the students' motivation. The students had fewer mistakes in answering the listening test and felt easy in understanding the spoken text.

D. The Result of the Research

This section consists of qualitative and quantitative data. The qualitative data deal with the general findings of the research in each cycle, while the quantitative data present the result of questionnaire toward students' motivation and students'

listening score. The following were the findings that the researcher obtained in the film clips to improve students' listening comprehension:

1. Cycle I

Some actions were successful but some others were unsuccessful. The successful and the unsuccessful actions were reported as follows.

a. The successful action

- (1) Using film clips to comprehend the spoken text was successful.
- (2) Using new film can improve students' motivation in listening process.
- (3) The students were actively involved in discussion.

b. The Unsuccessful Actions

- (1) The students got difficulties in memorizing the new vocabulary items.
- (2) There were some students who did not pay attention during the teaching and learning process. They enjoyed chatting with their friends.
- (3) They were some students who did not take a part in group work.

2. Cycle II

- (a) The students had good motivation in listening process.
- (b) The students could answer the questions based on the film clips correctly and easily.
- (c) All of students took part in listening process.

The results of this research were summarized in the following table.

Table 5: The Summary of the Research in Pre-action, Cycle I, and Cycle II

Pre-action	Cycle I	Cycle II
(1) Many students had low motivation in listening.	(1) Some students were not interested in listening	(1) Many students were interested in listening
(2) Many students were not enthusiastic in the teaching learning process.	(2) Some students were enthusiastic in the teaching learning process.	(2) Many students were enthusiastic in the teaching learning process.
(3) Many students were not actively involved in discussion.	(3) Some students were actively involved in discussion.	(3) Many students were actively involved in discussion.
(4) Many students did not pay attention to the teacher's explanation.	(4) Some students paid attention to the teacher's explanation.	(4) Many students paid attention to the teacher's explanation.
(5) Many students were not serious in doing task.	(5) Some students were not serious in doing task.	(5) Many students were serious in doing task.
(6) Many students did not understand certain component, purpose, and the language features of a narrative text.	(6) Some students understood certain component, purpose, and the language features of a narrative text.	(6) Many students understood certain component, purpose, and the language features of a narrative text.
(7) Many students were not able to identify the generic structure of a narrative text.	(7) Some students were able to identify the generic structure of a narrative text.	(7) Many students were able to identify the generic structure of a narrative text.
(8) Many students had difficulties in answering the questions based on the text.	(8) Some students made fewer mistakes in answering the questions.	(8) Many students answered the questions correctly.

3. The Students' Listening Score

In this part, the researcher discusses the result of students' score as performed in Pre-test, Cycle I, and Cycle II. The discussion deals with students' mean score. Here the researcher presents the general finding of students' score in listening obtained in Pre-test, Cycle I, and Cycle II as follows.

Table 6: Students mean score of listening in Pre-test, Cycle I, and Cycle II

Score	Pre-test	Post-test 1	Post-test 2
Mean Score	68.7	76.4	87.5

Table 6 showed an increase of the value of the mean score of listening obtained by students from Pre-test, Cycle I, and Cycle II. The result of the analysis of students' score in Pre-action shows that the mean score is 68.7, in Cycle I the mean score is 76.4, and in Cycle II the mean score is 87.5.

E. Categorization of Cycle I

The reports of Cycle I were clearly represented by quantitative and qualitative data. Quantitative data consisted of numerical results. Otherwise, qualitative data consisted of *trustworthiness* (*credibility, dependability, transferability, and catalytic authenticity*).

In determining the thematic concern on the reconnaissance, researcher used interview transcript and field notes represented to the credibility of the questionnaire. Then, the dependability of the questionnaire's result was used to create the Pre-test.

The interview transcript below presented the students' necessities, wants, and lacks in learning listening. There were 5 participants who were represented all students. First, S2 did not understand the vocabulary of spoken text. She could not focus what the speakers talked because she lacked of vocabulary competence. Then, all students said that they did not understand in grammar. The spoken and written grammars were different. Then, S1 said that she wanted interesting media like movie. S5 added that she did not understand in adsorbing information.

- R : *Haha. Inspirasi baru. Ok deh. Insya Allah mas besok mau ngajar kalian skill listening di kelas, untuk mambuat kalian nyaman belajar listening di kelas, ayo cerita kira-kira kesulitannya dimana kalo dalam skill listening?* (Hahaha. It is a new inspiration. Good. Yeah guys, I'm going to teach listening skill in your class, to make you comfortable in learning listening, come on...tell me, what are your difficulties in listening?)
- S5 : *Oh Tuhan, . Aku ga suka prlajaran listening. Aku takut. **Apalagi kalo yang nyari-nyari information-information, butuh konsentrasi lebih. Hehe.*** (Oh my God, I don't like listening, I'm afraid. **Especially, in identifying the information and something like that, it needs more concentration. Hehe**)

- S3 : *Listening buat kita ngantuk mas.*
(Listening makes me sleepy, Mister.)
- S4 : *Hahaha, apalagi kalo ada kata yang ga tau artinya pas mendengarkan, trus tarnya ktemu lagi yang ga tau artinya lagi, wes, males, hehehe. Bikin putus asa mau ngelanjutin nonton filmnya Mister.*
(Hahaha. Moreover if I don't know the meaning of the word, then I find it again in the next sentence. It will make me be desperate to continue watching the film.)
- S21 : *Nginget arti kata tu sulit Mister. Terus kadang kadang suaranya itu ga jelas ngomong apa.*
(To remember the meaning of the word is difficult. And also we get some difficulties in understanding the sounds.

(Int- 4/ February 19th, 2014)

The interview transcript above presented the necessities, wants, and lacks of students in learning listening. Then, this field notes presented about the existence of students in doing questionnaire.

Pada jam istirahat sebelum P menemui Bu N, P meminta waktu sebentar kepada para siswa kelas XI Social 2 untuk mengerjakan questionnaire yang saat itu P bagikan. Setelah questionnaire tersebut selesai dikerjakan siswa, P berterima kasih kepada para siswa dan bergegas menuju ke ruangan Bu N.

Before the researcher meet with the English teacher, the researcher asked the students to do questionnaire. After they have done with the questionnaire, researcher said thank you to them and went to teacher's room.

(FN- 5/ 12 March, 2014)

From the result of the field notes, interview, and observation, the researcher found that some students were not enthusiastic in listening activity in the class. The students' competence of listening class was unsatisfying. Moreover, some

students often had difficulties to generate ideas when they were listening, lack vocabulary mastery and difficult in memorizing new English words. The following was the teacher's statement which strengthens the summary. The field notes and the interview transcript did not strong enough to create the pre-test. Then, the researcher designed the pre-test based on the cognitive level and indicators of listening tests. It consisted of finding the main idea of the spoken passage, finding the topic of the spoken passage, identifying the main point or important information, deducing the meaning of unfamiliar lexical items, and making inferences (Harmer, 2001:201). Therefore, the researcher created the test of listening comprehension based on the framework of listening comprehension.

Table 7. The Framework of Listening Comprehension

Cognitive level Indicators	Vocabulary Competence	Grammatical Competence	Comprehension	Total
6.Finding the main idea of the spoken passage			1,4, 10, 20, 21, 22, 28, 31,	8
7.Finding the topic of the spoken passage	5,7, 8, 17, 18, 19, 33, 34			8
8.Identifying the main point or important information		6, 9, 11, 12, 13, 14, 37, 38		8
9.Deducing the meaning of unfamiliar lexical items	2,3,15, 16, 23, 32,36, 39			8
10. Making inferences			24, 25, 26, 27, 29, 30, 35, 40	8
Total				40

This following table of questionnaire's result showed the students who choose four indicators. The aspects of necessities showed 97.22% students choose finding the main idea of the spoken passage, 88.89 % choose finding the topic of the spoken passage, 63.89% choose identifying the main point or important information, and 91.67% choose making inferences. All the indicators of the tests had high percentage proven by the questionnaire's result.

Table 8. The Data of Necessities of Questionnaire's Result

No.	Aspects	Questions	Options	Total	Percentage
1	Necessities	1. Choose these following subs-skills of Listening that you have to master (you may choose more than one).	a. finding the main idea of the spoken passage	35	97.22%
			b. finding the topic of the spoken passage	32	88.89%
			c. identifying the main point or important information	23	63.89%
			d. making inferences	33	91.67%

The aspects of lacks also showed students who chose finding the main idea of the spoken passage 83.33%, students who chose finding the topic of the spoken passage 88.89 %, students who chose making inferences 69.44%, and 72.22% of students chose deducing the meaning of unfamiliar lexical items . All the indicators of the tests had high percentage proven by the questionnaire's result.

Table 9. The Data of Lacks of Questionnaire's Result

2	Lacks	2. Choose these following sub-skills of Listening that you have not master them yet (you may choose more than one).	a. finding the main idea of the spoken passage	30	83.33%
			b. finding the topic of the spoken passage	32	88.89%
			c. identifying the main point or important information	25	69.44%
		3. What make you difficult to understand the sub-skills of Listening?	a. lacks of vocabulary	26	72.22%

After collecting the result of questionnaire, the researcher noted that the students' listening ability did not meet the expectation yet. Most of the students had listening problem in aspect of finding the main idea of the spoken passage, 88.89 % choose finding the topic of the spoken passage, 69.44% choose making inferences, and 72.22% choose deducing the meaning of unfamiliar lexical items. Then, the content and genre to present the test were clearly showed by the

questionnaire's result. This following table showed what students want in learning listening. 100% students loved videos, 94.44 % love watching film especially animation movies and 83.33% loved watching non-animation movies. Then, 80.56% chose adapted material which was suitable for learners and 100% loved short dialog such as film and TV series.

Table 10. The Data of Wants of Questionnaire's Result

After conducting interviews, taking several field notes and giving the

3	Wants	5. The resources (input) should be the form of.....	b. from the audio and video	36	100.00%
		6. The genre of the resources should be the form of....	a. animation movie	34	94.44%
			c. non-animation movie	30	83.33%
		9. The material should be.....	b. Modified or adapted to suit students' ability	29	80.56%
		10. The genre of the texts should be in the form of....	b. short dialog (film, TV series)	36	100.00%

questionnaire. The researcher created the pre-test. Before giving pre-test for students, the researcher had consulted with the lecturer and the English teacher. They gave some evaluations for the pre-test. After that, the pre-test were given to

the students. From the pre-test, the researcher collected the data. The results of the data were *the lowest score = 62.5, the highest score = 80, mean=68.7, and standard deviation = 5.557.*

The researcher also gave a test to know the prior ability in listening comprehension before the action done, which consisted of 40 items of objective type test and covers of listening comprehension. The researcher and collaborators did the reflection toward the result of listening score before action. This formula to categorize the students' score was:

Table 11. The Formula of Categorization

High	: $X \geq M_i + SD_i$
Fair	: $M_i - SD_i \leq X < M_i + SD_i$
Low	: $X < M_i - SD_i$

The following table was the result of the test on the pre-action:

Table 12: The Categorization of Students' Listening Score in the Pre-action

Score	Frequency	Percentage	Category
$X \geq 74.3$	6	16.67%	High
$63 \leq X < 74.3$	17	47.22%	Fair
$X < 63$	13	36.11%	Low
Mean	68.7		

From the table above, it was found that the students' listening score before action was categorized to high 6 students (16.67 %), fair 17 students (47.22%), and low 13 students (36.11%). In conclusion, the student's score in pre-action was categorized fair (47.22%).

Then, the researcher combined the collected data in observation and used the teacher's suggestion. As suggested by the teacher, the researcher made some actions plans to overcome the field problems. The results of planning, action and observation were clearly stated in report of Cycle I. After that, the post-test 1 were given to the students. Then, the researcher got the reflection of Cycle I. From the post-test 1, the researcher collected the data. The results of the data were *the lowest score = 62.5, the highest score = 90, mean=76.3, and standard deviation = 7.915*. The following table is the result of the test on the post-test 1:

Table 13: The Categorization of Students' Listening Score in the Post-action 1

Score	Frequency	Percentage	Category
$X \geq 84.2$	7	19.44%	High
$68.4 \geq X < 84.2$	18	50.00%	Fair
$X < 68.4$	11	30.56%	Low
Mean	76.3		

From the table above, it was found that the students' listening score after action was categorized to high 7 students (19,44 %), fair 18 students (50,00%), and low 11 students (30,56 %). In conclusion, the student's score in pre-action was categorized fair (50.00%). There was an improvement of the student's score in Cycle I, but it did not significantly improve. It can be shown from the categorization of fair which just improved (2.70 %). Therefore, the researcher decided to conduct Cycle II.

F. Categorization of Cycle II

The researcher combined the collected data in observation and used the teacher's suggestion. As suggested by the teacher, the researcher made some actions plans to overcome the field problems. The results of planning, action and observation were clearly stated in report of Cycle II. Based on the observation was done in Cycle II, the researcher did not find significant problems. The students had good motivation in the listening process. They enjoyed the listening process by using film clips. Publishing their work also made them proud with them self. The interview between the researcher and the students was presented as follows.

- R : OK, lagi ya, kalo menurut adik-adik, lebih enak mana pembelajaran membaca dengan teknik Film Clips atau dengan pembelajaran yang seperti biasa?*
 (OK, next, based on your opinion, which one is more enjoyable, learning listening by using Film Clips or usual teaching and learning?)
- S3 : Jelas Sir. pake teknik donk Mister. Ada variasi gitu. Ga bosen Mister.*
 (Automatically.. **I think by using the technique Mister. There is a variation. We are far from the word "bored".**)
- S1 : Ga bosen bener Mister. Biasanya kalo pada disuruh membaca kan malah pada ngrumpi hehe.*
 (That's right. **I didn't get bored Mister.** Usually, if we were asked to read, we just chatted with others, hehe.)
- S2 : Gampang nangkep juga Mister.*
 (I understand the text easily Mister.)

(Int-6/April 3th, 2014)

After implementing Cycle II, the researcher found there was improvement on students' result. Most of students were actively involved in listening process. They did the task seriously. The students were able to use viewing technique of film clips to support their learning process and their listening. Most of them did

not have difficulties in comprehending the text. They were able to identify the generic structure easily. The following was the field notes.

... Pada saat itu, kondisi kelas masih sedikit ramai. Terdapat beberapa siswa yang masih mengobrol dengan temannya. Namun, setelah P meminta siswa untuk menonton film yang diberikan dan meminta mereka untuk memulai langkah Pre-Viewing, siswa yang tadinya masih mengobrol akhirnya memperhatikan film yang ditayangkan. Setelah 3 menit, P meminta siswa untuk mengidentifikasi kata-kata yang mereka anggap susah.

(In that time, the situation was little crowded. There were some of the students were busy chatting with their friends. However, after the researcher asked the students to watch film and asked them to start the Pre-Viewing step, the students who were chatting finally they paid attention to the film. After 3 minutes left, the researcher asked the students to identify the difficult words that they did not understand

(FN- 8/ March 25th, 2014)

Then, the researcher got the reflection of Cycle II. From the post-test 2, the researcher collected the data. The results of the data were *the lowest score = 72.5, the highest score = 100, mean=87.5, and standard deviation = 7.270.*

The following table was the result of the test on the Post-test 1:

Table 14: The Categorization of Students' Listening Score in the Post-action 2

Score	Frequency	Percentage	Category
$X \geq 94.7$	7	19.44%	High
$80 \geq X < 94.7$	23	63.89%	Fair
$X < 80$	6	16.67%	Low
Mean	87.5		

From the table above, it was found that the students' listening score after action was categorized to high 7 students (19.44 %), fair 23 students (63.89%), and low 11 students (16.67 %). In conclusion, the student's score in post-action 2

was categorized fair (63.89%). There was a significant improvement of the student's score in Cycle II which can be shown from the category of fair (13.89%) from the Post-test 1 and (16.67%) from the Pre-test.

These were the elaborations of students' improvements from the pre-action, Cycle I, and Cycle II. The researcher also gave a test to know the prior ability in listening comprehension before the action done, which consisted of 40 items of objective type test. The researcher and collaborators did the reflection toward the result of listening score before action. The mean result of the test on pre-test was 68.7. After implementing the film clips media and viewing technique of film clips, it was found that there was a constant increase of students' listening comprehension ability during Cycle I. It can be seen from the score, in pre-test the mean score was 68.7 while in the post-test 1 the mean score became 76.4 for students' listening comprehension ability. It increased about 7.7 from pre-test.

Based on the observation was done in Cycle II, the researcher did not find significant problems. The students had good motivation in the listening process. They enjoyed the listening process by using film clips. Publishing their work also made them proud with themselves. From the implementation of the action in Cycle II, it was revealed that applying film clips improved the students' listening comprehension and the students' motivation. The students had fewer mistakes in answering the listening test and felt easy in understanding the spoken text. It can be seen from the score, in pretest the mean score was 76.4 while in the post-test 1 the mean score became 85.7 for students' listening comprehension ability. It increased about 11.1 from post-test 1.

CHAPTER V

CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS

In this chapter, the writer divided the content into two points. They were conclusions and suggestions. The explanation of each point was presented below.

A. Conclusions

This was an action research. This research recorded some data about the use of using film clips media result in listening activities. They were presented as follows.

1. The meetings were two times a week. In both cycles, the researcher implemented: (a) the use of film clips media in teaching and learning of listening to improve students' listening comprehension ability, (b) the use film clips media to attract the students' motivation in listening. In Cycle I and Cycle II, there were results showing students' improvements after actions were given. A word "success" could be declared in this research in order to improve the students' listening comprehension ability. This could be seen from the students' listening test result. When the students identify the correct generic structure, past form verbs, adverbs of time, adjectives, action verbs and, conjunction. Then, they also have improved their vocabulary items.
2. In reference to the data analysis in this research, the use of film clips media is believed to be useful to improve students' ability in listening comprehension. To support the results of the actions, there were two kinds of data presented in

this research, namely qualitative and quantitative data. In terms of qualitative data, the research obtained some results as follows.

a. The English Teaching and Learning Process

The initial condition before the actions were conducted, the students were not motivated to participate in listening process. The listening process was monotonous. The teacher did not use interesting materials in using film clips. The teacher did not use an appropriate strategy in teaching listening in using film clips. The students did not have good ability to meet the standard score.

During the implementation of the actions, film clips media can help the teacher in the listening learning process in delivering the materials. The listening learning processes in the class run well. The students were interested and enthusiastic in English teaching and learning. The English teaching and learning process in listening activities was more attractive and enjoyable than the previous condition. The classroom atmosphere was better so the students were easy to generate their ideas, appropriate vocabularies, identify the correct generic structure, past form verbs, adverbs of time, adjectives, action verbs and, conjunctions.

b. The Students

The students became more interested and enthusiastic in the listening activities. They were motivated to all of the activities in the class. They were actively involved in the discussion. Moreover, their ability in listening comprehension was increased. The students got better understanding of the process how to read a narrative text. They were able to comprehend the text well.

Their mistakes in answering the questions decreased as well. The improvements were summarized below.

- (1) The students got better motivation in learning English especially in listening activity.
- (2) The students were actively involved in the discussion in the class.
- (3) The students were more interested to the materials given.
- (4) The students paid attention more to the explanation given.
- (5) The students got better understanding of the process how to listen a narrative spoken text.
- (6) The students performed better understanding of identifying the components of a narrative text.
- (7) The students could minimize their mistakes in answering the questions based on the narrative text.

In terms of the quantitative data, the improvement of students' ability in listening comprehension was supported by the result of students' listening score as performed. The result of this research showed that the students score in listening increase.

B. Implications

Based on the result of the study, it was found that the students were able to improve their listening comprehension in the teaching-learning process. The implications of the actions were described below.

- (1) In this research, the researcher used film clips media and viewing technique of using film clips in comprehending a spoken text. This was revealed that film clips media could help the teacher to deliver the learning materials to students. This implied that the English teacher should have creativity and boarder knowledge in teaching-learning process. Moreover, the teachers needed to design the appropriate strategy in order that the students understood and focused what the teacher explained.
- (2) Using film clips media in listening activities maintain the students' attention. The students were interested and enthusistic in listening to the explanation given. This implied that the teacher should use and manage the teaching and learning strategy well to support the activities in presenting materials. It means that the teachers must be creative. They have to know how to make the students interested in listening.
- (3) Using film clips media in analysing spoken narrative texts could improve the students' listening comprehension. The students found it easy to generate ideas, identify the text's generic structure, and find new vocabularies. This did not mean that the teacher has to use film clips media in some meetings but sometimes the teacher can use this as one of teaching strategy. This is not only in listening activities, but also in all activities in English teaching and learning of spoken texts. This implied that the teacher must be creative in choosing and designing any kinds of activities that help the teaching learning process based on the SKKD and the learning objectives. Then, the use of this

media could attract the students' attention and could help the students to comprehend the materials given.

- (4) Giving rewards, feedback and publishing their task could improve the students' motivation to do their projects. This means that we could sometimes use it as one of the motivation to support the projects. This implied that the teacher must be the good judge in the result of the students' projects.

C. Suggestions

Based on the conclusions, some suggestions are offered for the English teacher and other researchers as presented below.

1. For the English Teacher

The purpose of English teaching is to enable the students to communicate by using English appropriately and acceptably. The English teaching provided the students with four language skills, i.e. listening, speaking, listening, and writing, this educational policy brings positive changes for the English teaching and learning process in the class. The teacher should develop their teaching strategies to improve their teaching quality in order to achieve the purpose above.

Teachers must encourage the students in the class. They are demanded to improve the teaching and learning by using all possibilities. Film clips media can be used by teachers as a complementary tool in the teaching process. It can provide the learning support.

It is crucial for the teacher especially the English teacher in SMA Negeri 1 Sleman to improve students' ability in listening comprehension. The English

teacher needs to improve teaching strategy by maximizing the use of a various technique, for example, film clips media and viewing technique of film clips. She must be creative in delivering the materials in the class.

2. For Other Researchers

Realizing on the shortcoming of the study, other researchers are recommended to further conduct more perfect research that can give contribution to the development of English teaching and learning process. This study is mainly intended to describe how film clips media can be applied to improve the students' listening comprehension ability. There are many problems that are not yet solved. This study may be used as one of the listening source before the researchers do an action research related to the development of the students' listening comprehension ability.

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APPENDICES

1

FIELD NOTES

Field Note 1

Monday, 6th 2014 at 08.00

Peneliti datang ke SMA Negeri 1 Sleman dengan tujuan hendak mengadakan penelitian di sekolah tersebut. P menemui petugas tata usaha dan menyampaikan maksud dan tujuan untuk bertemu Kepala Sekolah yaitu Ibu Dra. Hermintarsih. Setelah menunggu beberapa menit, P menemui Ibu Kepala Sekolah dan menyampaikan tujuan P untuk mengadakan penelitian. Setelah P menjelaskan mengenai penelitian P, Ibu Kepala Sekolah mengizinkan dan langsung menyuruh untuk menemui Bu Nanik Puji, S.Pd. selaku guru yang mengampu pelajaran Bahasa Inggris. Dari guru yang bersangkutan, P mengetahui bahwa kesulitan terbesar yang sering dihadapi siswa dalam mengikuti pelajaran bahasa Inggris yaitu memahami teks lisan bahasa Inggris. Dari hasil perbincangan dengan Kepala Sekolah dan Ibu Guru yang bersangkutan, P kemudian mendapatkan ide untuk meneliti tentang listening skills. Ketika informasi yang didapat dianggap sudah cukup, P pamit dan berjanji akan kembali ke sekolah jika semua persiapan telah matang.

Field Note 2

Wednesday, February 10th, 2014 at 08.00

P sampai di sekolah pukul 08.00. Kemudian, P menuju ruang Kepala sekolah untuk mengemukakan rencana penelitian dengan menyerahkan surat izin observasi dari UNY. Setelah Ibu Kepala Sekolah membaca rancangan surat izin observasi, beliau menyambut hangat dan bersedia SMA Negeri 1 Sleman dijadikan sebagai tempat penelitian P, sekaligus beliau menunjuk Bu Nanik Puji S.Pd., salah seorang guru mata pelajaran bahasa Inggris kelas XI sebagai tempat konsultasi. P memutuskan menemui Bu N hari itu juga. P menuju ruang guru, ternyata Bu N sedang mengajar. P menunggu hingga Bu N usai mengajar. Pukul 11.45 P memperoleh kesempatan bertemu Bu N di ruang guru. Di sana P memperkenalkan diri dan menjelaskan kepentingannya yaitu menyampaikan rencana serta waktu penelitian yang telah disepakati dengan Kepala Sekolah sebelumnya di salah satu kelas di kelas XI dan meminta izin serta kerjasamanya. Dengan beberapa pertimbangan yang positif beliau menyanggupi dengan senang hati. Peneliti meminta waktu untuk wawancara. Beliau tidak keberatan dan mengajak P duduk di ruang tamu. Kemudian Bu N menunjuk kelas XI Social 2 sebagai kelas yang akan digunakan untuk penelitian dengan alasan di kelas XI Social 2 sering terdapat masalah dalam hal proses belajar mengajar bahasa Inggris. Bu N menginformasikan jadwal mengajar di kelas XI Social 2, yaitu Selasa pukul 07.15 dan Kamis pukul 08.40. Sebagai awal perkenalan dengan siswa, mulai bulan depan P sudah diperbolehkan masuk kelas untuk observasi.

Field Note 3

Monday, March 10th, 2014 at 8.00

Observasi pertama kelas XI Social 2 dilakukan di hari Selasa. Jam ke 3 dan ke 4 adalah waktu mengajar Bu N di kelas XI Social 2 pada hari Selasa. Pukul 08.40

WIB, P dan Bu N masuk ke kelas. Setibanya di kelas, semua siswa melihat ke arah P dan saling berbisik. Kelas menjadi ramai dan beberapa siswa mengajak P tersenyum. Ketua kelas memimpin siswa memberi salam. Bu N menjawab salam dan mengecek presensi. Setelah itu, beliau memperkenalkan P, dan meminta P memperkenalkan diri serta memberi kesempatan kepada P untuk berinteraksi dengan siswa. P menjelaskan maksud kedatangannya di kelas mereka. Untuk tahap awal dari observasi, P mengembalikan waktu yang ada ke Bu N, kemudian P mengamati dan mencatat proses belajar mengajar yang terjadi dari belakang. Pada saat itu Bu N mengajarkan listening kepada para siswa. Siswa sangat antusias terhadap pelajaran listening karena Bu N selalu memberikan film baru kepada mereka. Pada saat itu film yang ditayangkan adalah “Real Steel”. Mereka sangat tertarik melihatnya. Selama 2x45 menit, Bu N hanya menonton film tanpa memberikan tasks yang sesuai dengan pemahaman siswa. Kemudian, setelah jam pelajaran usai, P bertanya kepada siswa tentang apa yang kalian pelajari hari ini? Dan siswa menjawab, hanya menonton film Mas. Kemudian P bertanya lagi tentang apakah film tersebut? Siswa menjawab “tentang robot-robot Mas”. Setelah jam pelajaran bahasa Inggris berakhir P dan Bu N kembali ke ruang guru. Di dalam perjalanan pulang ke ruang guru, Bu N berkeluh kesah mengenai mengajar di kelas XI Social 2. Beliau mengatakan siswanya kebanyakan malas dan sulit diatur. Akhirnya, setelah kurang dari 1 jam berbincang-bincang dengan Bu N dan siswa, P mohon pamit.

Field Note 4

Tuesday, March 11th, 2014 at 07.00

Pada observasi hari kedua di kelas XI Social 2, Bu N memimpin doa dan mengecek presensi siswa. Semua siswa hadir di dalam kelas tersebut. Kemudian, Bu N menyapa siswa, “ *Good morning everybody, how are you today?* ” dan siswa menjawab “ *Good morning, I’m fine thanks and you?* ”. Masih ada beberapa siswa yang mengobrol dan Bu N mengulangi sapaannya dengan lebih keras. Siswa pun serentak menjawab. Bu N menanyakan beberapa pertanyaan kepada siswa tentang film minggu lalu. Hanya beberapa siswa yang bisa menjawab. Bu N menanyakan beberapa pertanyaan kepada siswa tentang *character, contents of films*, dan *genre of the text*. Banyak diantara mereka yang tidak tahu bahwa film yang diputar minggu lalu termasuk ke dalam *narrative text*. Siswa tidak memahami apa yang Bu N maksudkan. Setelah itu Bu N mengajarkan tentang *language features, generic structure*, dan *function of narrative text*. Kemudian siswa disuruh menjawab beberapa pertanyaan yang diberikan Bu N pada lembar kerja siswa. Banyak siswa yang kebingungan dan tidak pahan dengan film yang mereka tonton minggu lalu. Siswa diminta mengerjakan tabel yang berisi tentang *title, language features, generic structure*, dan *function of narrative text* berdasarkan film yang mereka tonton minggu lalu. Para siswa terlihat tidak antusias, ada beberapa yang mengobrol, bertopang dagu, dan mengantuk. Setelah 25 menit, Bu N meminta mereka untuk membaca jawaban mereka dari bangku. Tidak ada yang bersukarela membaca. Kemudian, Bu N memanggil mereka dengan daftar presensi. Ada beberapa siswa yang menjawab kurang tepat, disebabkan karena mereka kurang hati-hati dalam mengerjakan dan mereka tidak mendengarkan perintah yang diberikan Bu N sebelumnya. Setelah semua pertanyaan terjawab, Bu N memberi

kesempatan siswa untuk bertanya, namun tak ada yang yang bertanya. Bu N yang mengakhiri diskusi dan menutup pelajaran. Setelah proses belajar mengajar berakhir, P mohon izin untuk membagikan questionnaire kepada siswa untuk pertemuan selanjutnya pada saat jam istirahat.

Field Note 5

Wednesday, March 12th, 2014 at 8.00

Pada jam istirahat sebelum P menemui Bu N, P meminta waktu sebentar kepada para siswa kelas XI Social 2 untuk mengerjakan questionnaire yang saat itu P bagikan. Setelah questionnaire tersebut selesai dikerjakan siswa, P berterima kasih kepada para siswa dan bergegas menuju ke ruangan Bu N. Bu N menyambut dengan hangat dan langsung mempersilakan masuk ke ruang guru. Bu N meminta menunggu sebentar. P menjelaskan hasil observasi dan wawancara sebagai permasalahan dalam *listening*. Bu N dan P berdiskusi mengenai tindakan yang akan diimplementasikan di kelas, disepakati pula akan ada siklus yang terdiri masing-masing 3 pertemuan (2 x 45 menit/pertemuan). Kami juga menyepakati bahwa P yang mengajar dan Bu N ikut mengobservasi dalam kelas. Materi bisa disesuaikan dengan SK dan KD kelas XI. P juga mengkonsultasikan lesson plans untuk siklus pertama. Bu N memberikan sedikit saran dan menganjurkan penelitian di lakukan mulai tanggal 18 Maret 2014.

Field Note 6

Tuesday, March 18th, 2014 at 8.00 am

Pukul 08.00 P bertemu guru mata pelajaran bahasa Inggris sekaligus sebagai wali kelas XI Social 2 di ruangan guru, terjadilah wawancara singkat dengan Bu N. Tepat pukul 07.15 Bu N dan P menuju kelas XI Social 2. Saat masuk kelas, siswa sangat ribut dan Bu N menyapa siswa, "*Good Morning...!*", siswa ada yang menjawab ada juga yang masih mengobrol dengan temannya. Bu N meminta satu dari siswa untuk memimpin doa. Setelah berdoa, Bu N menjelaskan jika pelajaran bahasa Inggris akan diampu oleh P untuk beberapa pertemuan ke depan. Siswa bersorak senang. Suasana menjadi sedikit gaduh. Bu N meminta kepada siswa untuk mengikuti P dengan baik. Setelah itu Bu N mempersilakan P mengambil alih kelas, P berterima kasih kepada Bu N dan memulai pelajaran dengan menanyakan kabar siswa. Kemudian P mengabsen satu persatu siswa agar P lebih mengenal. Setelah P selesai mengabsen siswa, P mulai dengan menanyakan mengenai film-film yang sangat happening dengan memberikan contoh contoh gambar, cerita dari film-film yang ditampilkan sangatlah menarik seperti *Frozen*, *ice age 4*, *Harry Potter*, *Karate Kids*, dll. menarik. Beberapa dari siswa yang tadinya masih membicarakan pelajaran geografi yang akan mereka peroleh setelah pelajaran bahasa Inggris langsung menghentikan pembicaraan dan langsung memperhatikan ke arah P. Melihat antusias dari siswa yang cukup baik, P menjadi makin bersemangat. Kemudian P menjelaskan sedikit bahwa kisah kisah yang ditampilkan dalam film-film tersebut adalah contoh dari narrative text. Beberapa siswa tersenyum dan ada juga yang berbisik dengan temannya. P menanyakan, *do you get the point?*, siswa menganggukkan kepala dan menjawab, *Yes, Mister*. Kemudian P menjelaskan bahwa hari ini sebagai permulaan pertemuan, P ingin mengetahui kemampuan awal siswa melalui beberapa soal yang akan dibagikan P.

Ada siswa yang takut, mengeluh, cuek, dan ada juga yang senang. Kemudian P membagikan soal-soal dan lembar jawabannya kepada setiap siswa. P kemudian meminta untuk mengerjakan soal yang ada dengan media film clips. P duduk di kursi guru, sesekali berjalan di area depan kelas. Siswa ada yang bisa namun ada juga yang masih bingung dan mengeluh. Saat waktu pelajaran hampir usai, P meminta tugas dikumpulkan dan mempersiapkan diri untuk istirahat.

Field Note 7

Thursday, March 20nd 2014 at 7.00 am

Sebelum masuk kelas di pertemuan yang pertama, P menemui Bu N untuk melaporkan materi yang akan disampaikan. Awalnya anak-anak masih gaduh ada yang berkumpul di pojok belakang, berlari-larian, dan duduk di pinggiran kelas, namun mengetahui Bu N masuk kelas, anak-anak duduk di bangku masing-masing. Saat P masuk kelas, siswa terlihat asik melihat P, mereka terlihat antusias mendengarkan dan memperhatikan. Ketua kelas segera memimpin memberi salam. P menjawab dan mengajak siswa berdoa terlebih dulu kemudian P mengecek presensi. Untuk menarik perhatian para siswa, P kembali mem-*flash back* ingatan mereka tentang materi pre-test yang diujikan kemarin yaitu *Ice Age 4*, “*Have you ever watched this kind of film before? What the film tells about?*” Beberapa siswa ada yang mengangkat tangan, ada yang tersenyum, dan ada yang menjawab, “*Not yet Mister, but the film tells about the mammoth Manny who rescued his family from the enemies*”. P bertanya lagi, “*How about film clips media, have you ever heard that media?*”. Siswa hanya menggelengkan kepala. “*Well, if you want to be a good student, just check this lesson out, I will tell you. OK?*”. Serentak para siswa menjawab, “*OK*”. P menjelaskan mengenai narrative text serta bagian-bagiannya. P juga memberikan contoh mengidentifikasi *generic structure of narrative text*. P meminta siswa membagikan kertas yang berisi lembar soal. Kemudian P menayangkan film *Ice Age 4* kembali dan siswa diminta untuk memperhatikan teknik note taking menggunakan media film clips yang akan diajarkan. Pada saat P menggunakan *film clips* ada 3 tahapan dalam pengimplementasiannya yaitu *pre-viewing*, *while-viewing*, dan *post-viewing*. Di dalam *pre-viewing*, P menjelaskan bahwa film yang akan ditayangkan menggunakan subtitle. P menayangkan bagian film dengan subtitle yang sekiranya banyak vocabulary yang tidak dimengerti oleh siswa. Siswa mengidentifikasi kata-kata yang susah dengan mencatat dan membuka kamus untuk mencari arti dari kata-kata tersebut. Ternyata hanya beberapa orang yang membawa kamus, P mengingatkan agar setiap ada pelajaran ini, kamus bahasa Inggris harus dibawa. Beberapa saat kemudian, P membahas *difficult words* per scene. Kemudian P bersama siswa mendiskusikan bersama-sama arti dari kata-kata yang susah tersebut. Kemudian masuk di teknik *while-viewing*, P mempause film tersebut scene per scene. Kemudian siswa diminta untuk mencoba mengidentifikasi main idea dari setiap scene maupun informasi-informasi yang terdapat di dalam film tersebut. P menunjuk salah satu siswa untuk menebak cerita apa setelah scene yang dipause berikut ini. Kemudian dia menjawab dengan malu karena takut salah. Diikuti beberapa siswa lainnya memberi beberapa tebakannya. P berkata, “*OK, to know about the answer, please, listen to the carefully*”. Siswa ada yang mengikuti namun ada pula yang cuek. Setelah itu P menanyakan

kembali apa isi cerita scene tersebut, beberapa siswa menjawab “*Manny diculik sama Captain Gutt, Mister*”. P membenarkan jawaban siswa dan mengajak siswa lainnya memberi tepuk tangan. Setelah itu P meminta “*Now, please, look for the difficult words in the film with subtitle, then, find the meaning in your dictionary*”. Setelah selesai, P memberikan beberapa pertanyaan yang berkaitan dengan teks dan memberikan waktu 10 menit untuk mengerjakan. Siswa sibuk mengerjakan latihannya, ada yang bekerjasama dan ada yang mengerjakan sendirian, P memonitor dengan berkeliling kelas. Tepat 10 menit berlalu, P dan siswa berdiskusi untuk menjawab pertanyaan bersama-sama. P memberikan sedikit permainan dalam membangun keikutsertaan siswa dalam menjawab pelajaran. Kemudian masuk di teknik *post-viewing*, P meminta siswa untuk memberikan sedikit kesimpulan terhadap film tersebut dengan menceritakan kembali film yang telah mereka tonton dengan bahasa mereka sendiri. 5 menit sebelum bel berbunyi, P bersama-sama siswa menyimpulkan tentang materi yang diperoleh dan memperkenalkan media film clips dan teknik *note taking* yang secara instrinsik mereka telah lakukan. Setelah itu, P bertanya kepada siswa tentang kesan mereka mengenai pembelajaran hari ini, “*How’s your lesson today, guys?*”. Beberapa siswa menjawab, “*Very happy Mister*”, salah satu dari mereka bertanya, “*Besok masih ngajar kan Mister*”. P menjawab, “*Sure, I will teach English in this class for some meetings*”. Siswa pun bersorak ramai, “*Yeaaa...*”. Kemudian P menutup pelajaran dengan berdoa. Sesampainya di ruang guru, Bu N mempersilakan P untuk duduk di ruang tamu. Observer dan Bu N memberikan beberapa evaluasi dan masukan untuk pertemuan yang akan datang. Ada beberapa hal yang perlu dievaluasi oleh Bu N pada pertemuan hari ini. Pertama, P terlalu cepat dalam menjelaskan materi ataupun memberikan instruksi sehingga ada beberapa siswa yang masih bingung cara mengaplikasikan teknik *note taking* dan *viewing technique of film clips* dalam *film clips*. Kedua, terdapat beberapa siswa yang kurang memperhatikan pelajaran dan malah asik mengobrol dengan temannya. Untuk itu pada pertemuan selanjutnya, diharapkan P lebih jeli dalam mengawasi siswa agar tetap fokus mengikuti pelajaran. Setelah diskusi dirasa cukup, P mohon pamit kepada guru untuk pulang.

Field Note 8

Tuesday, March 25th, 2011 at 8.00 am

Pukul 08.40 P sudah berada dalam kelas dan menuju meja guru, dan menyapa siswa, “*Hai guys...*”. Beberapa anak berseru, “*Hai Mister...*”. P menyiapkan segala sesuatunya untuk proses pembelajaran. Setelah semuanya siap, P segera membuka pelajaran dengan menanyakan kabar siswa, “*Good morning everyone? How have you been?*”. Saat itu anak-anak tidak merespon karena tidak tau artinya. Kemudian, P mengganti pertanyaan menjadi “*How’s life?*” dan “*How are you*” Anak-anak merespon dan menjawab, “*Good morning Mister, I’m fine, how about you?*”. P menjawab, “*Great, thanks*”. P menjelaskan kepada para siswa bahwa “*How have you been?*” sama artinya dengan “*How are you*”. Kemudian P meminta ketua kelas untuk memimpin doa. P mulai menanyakan kehadiran siswa, pada hari itu semua siswa hadir dalam pelajaran bahasa Inggris. Masuk ke pelajaran, P sedikit mengulas pelajaran sebelumnya dan lebih mendetail menjelaskan mengenai *film clips* dan teknik *note taking*. Hal ini dilakukan agar

mereka lebih mudah dalam mengaplikasikan teknik dan media ini dan dalam memahami spoken teks yang diberikan. Setelah semua siswa mengerti dan paham betul, kemudian P membagi siswa menjadi beberapa kelompok yang terdiri dari 4 orang tiap kelompok. Kemudian P menjelaskan tentang film yang akan ditayangkan yaitu *Shrek and Princess Fiona* dan membagikan soal pada tiap kelompok, dan mulai mengaplikasikan teknik yang sudah dipelajari dalam rangka memahami isi dari spoken teks tersebut. Pada saat itu, kondisi kelas masih sedikit ramai. Terdapat beberapa siswa yang masih mengobrol dengan temannya. Setelah P memberitahukan kepada siswa akan menayangkan film, mereka langsung antusias dan memperhatikan proses pembelajaran. Di dalam *pre-viewing*, P menjelaskan bahwa film yang akan ditayangkan menggunakan subtitle. P menayangkan bagian film dengan subtitle yang sekiranya banyak vocabulary yang tidak dimengerti oleh siswa. Siswa mengidentifikasi kata-kata yang susah dengan mencatat dan membuka kamus untuk mencari arti dari kata-kata tersebut. Setelah itu P meminta *“Now, please, look for the difficult words in the film with subtitle, then, find the meaning in your dictionary”*. Ternyata hanya beberapa orang yang membawa kamus, P mengingatkan agar setiap ada pelajaran ini, kamus bahasa Inggris harus dibawa. Beberapa saat kemudian, P membahas *difficult words* per scene. Kemudian P bersama siswa mendiskusikan bersama-sama arti dari kata-kata yang susah tersebut. Kemudian masuk di teknik *while-viewing*, P mempause film tersebut scene per scene. Kemudian siswa diminta untuk mencoba mengidentifikasi main idea dari setiap scene maupun informasi-informasi yang terdapat di dalam film tersebut. P menunjuk salah satu siswa untuk menebak cerita apa setelah scene yang dipause berikut ini. Kemudian dia menjawab dengan malu karena takut salah. Diikuti beberapa siswa lainnya memberi beberapa tebakannya. P berkata, *“OK, to know about the answer, please, listen and watch to the carefully”*. Siswa ada yang mengikuti namun ada pula yang cuek. Setelah itu P menanyakan kembali apa isi cerita scene tersebut, beberapa siswa menjawab *“Shrek was a grumpy ogre”*. P membenarkan jawaban siswa dan mengajak siswa lainnya memberi tepuk tangan. Setelah selesai, P memberikan beberapa pertanyaan yang berkaitan dengan teks dan memberikan waktu 10 menit untuk mengerjakan. Siswa sibuk mengerjakan latihannya, ada yang bekerjasama dan ada yang mengerjakan sendirian, P memonitor dengan berkeliling kelas. Tepat 10 menit berlalu, P dan siswa berdiskusi untuk menjawab pertanyaan bersama-sama. P memberikan sedikit permainan dalam membangun keikutsertaan siswa dalam menjawab pelajaran. Kemudian masuk di teknik *post-viewing*, P meminta siswa untuk memberikan sedikit kesimpulan terhadap film tersebut dengan menceritakan kembali film yang telah mereka tonton dengan bahasa mereka sendiri. 5 menit sebelum bel berbunyi, P bersama-sama siswa menyimpulkan tentang materi yang diperoleh dan memperkenalkan media film clips dan teknik note taking yang secara instrinsik mereka telah lakukan. Setelah itu, P bertanya kepada siswa tentang kesan mereka mengenai pembelajaran hari ini, *“How’s your lesson today, guys?”*. Beberapa siswa menjawab, *“Very glad Mister”*, salah satu dari mereka bertanya, *“Besok masih ngajar kan Mister”*. P menjawab, *“Sure, I will teach English in this class for some meetings”*. Siswa pun bersorak ramai, *“Yaaaaa...”*. Kemudian P menutup pelajaran dengan berdoa.

Sesampainya di ruang guru, Bu N mempersilakan P untuk duduk di ruang tamu. Observer dan Bu N memberikan beberapa evaluasi dan masukan untuk pertemuan

yang akan datang. Ada beberapa hal yang perlu dievaluasi oleh Bu N pada pertemuan hari ini. Pertama, P terlalu cepat dalam menjelaskan materi ataupun memberikan instruksi sehingga ada beberapa siswa yang masih bingung cara mengaplikasikan teknik *note taking* dalam *film clips*. Kedua, terdapat beberapa siswa yang kurang memperhatikan pelajaran dan malah asik mengobrol dengan temannya. Untuk itu pada pertemuan selanjutnya, diharapkan P lebih jeli dalam mengawasi siswa agar tetap fokus mengikuti pelajaran. Setelah diskusi dirasa cukup, P mohon pamit kepada guru untuk pulang.

Field Note 9

Saturday, April 1st, 2014 at 07.00 am

Pada pukul 07.00 P masuk ke kelas. Saat itu ada di dalam kelas sedang asik mengobrol. P menuju ke meja guru untuk persiapan mengajar. P Setelah semuanya siap, P membuka pelajaran. P menyapa siswa, mengajak siswa berdoa bersama dan memeriksa ketidakhadiran siswa. Pada hari itu semua siswa hadir. P memberi instruksi kepada siswa untuk duduk sesuai dengan kelompoknya. Setelah semua siswa duduk sesuai dengan kelompoknya, P membagikan jawaban siswa sebelumnya yang telah diberi *feedback*. Siswa diminta memperhatikan *feedback* dari P. Kemudian bersama-sama membahas soal yang ada. Kelompok yang masih kurang dalam pemahaman dan menjawab soal, dipersilakan memperbaiki jawabannya. Hal ini perlu dilakukan agar siswa mengingat betul cara menjawab yang benar. Siswa terlihat senang karena tahu bagaimana cara menjawab soal listening dengan mudah. Ada yang menyeletuk, “Gampang yaa, woo lumayan bisa paham”. P memberi waktu 15 menit untuk memperbaiki dan berdiskusi dengan teman. Selama siswa merevisi, P berkeliling untuk membantu siswa. Sebagian besar siswa aktif bertanya mengenai grammar dan beberapa vocabulary. Akhirnya P meminta waktu sebentar untuk mendengarkan penjelasan P di depan kelas. P menjelaskan beberapa hal terkait grammar dan vocabulary. Setelah waktu habis, P meminta siswa mengumpulkan hasil revisi mereka dan memajangnya di papan tugas, untuk mengapresiasi hasil karya mereka. Kemudian P mengajak siswa refresh sejenak dengan bercanda untuk mengingat lagi apa yang telah dipelajari. Sekitar 10 menit, P kemudian membagikan test kepada setiap siswa. Siswa diminta bekerja secara individu. P memberikan sedikit clue mengenai teks tersebut. P memberikan waktu 15 menit dalam mengerjakan soal tersebut. Para siswa dengan segera mengerjakan test tersebut dengan menggunakan teknik *note taking* dan *viewing technique of film clips*. Terdapat beberapa dari mereka yang masih bingung dalam mendengarkan dan menonton film, namun kebanyakan sudah mengerti tentang isi dari teks lisan tersebut. P berkeliling mengawasi siswa. Beberapa siswa bertanya kepada P beberapa masalah vocabulary item dan generic structure. 10 menit terakhir, P bertanya kepada siswa apakah sudah selesai mengerjakan. Banyak dari mereka telah selesai mengerjakan. P meminta siswa untuk berhenti mengerjakan dan mendengarkan penjelasan. P meminta siswa untuk melihat kembali apa yang telah mereka kerjakan. Setelah itu P meminta siswa untuk menukarkan hasil pekerjaan mereka dengan teman. P meminta beberapa siswa untuk menjawab soal yang ada dan menulis jawaban yang benar di papan. Untuk mengingatkan siswa, P meminta siswa untuk menulis beberapa kata yang sulit dipahami di papan beserta artinya. Beberapa siswa ada yang sibuk

mengobrol dengan teman karena lama menunggu giliran maju ke depan. Sembari P dan siswa membahas jawaban dari soal, siswa memeriksa jawaban teman mereka. Tak teras bel pergantian kelas berbunyi. Anak-anak diminta mengumpulkan tugas tadi di meja guru dan akan dibagikan pada pertemuan berikutnya. Kemudian P menutup pelajaran dan meninggalkan kelas.

Field Note 10

Tuesday, April 1th, 2014 at 08.00 am

Pukul 08.00 P sudah berada di kelas, namun di dalam kelas masih tampak kosong belum ada siswa yang hadir, mereka sedang mengikuti upacara bendera. Sembari menunggu para siswa, P mempersiapkan peralatan dan beberapa soal yang akan diberikan di kelas. Selang 10 menit, para siswa satu persatu masuk kelas. Beberapa siswa mulai menyapa P, *"Hallo Mister Afif, how are you Mister?"*. P menjawab dengan senang hati, *"hey Ade, I'm OK. How about you boy?"*. *"I'm fine Mister."*, jawab salah seorang siswa. Siswa lain ikut bertanya, *"Mister, scorenya gimana kemaren?"*. P menjawab, *"o yea, it is good news for all, there is an improvement, everybody has good score. Congratulation guys. And I will give the result to you after the first break. Ok?"*. Seluruh siswa berseru, *"Yeaaa..., asik, alhamdulillah, bener ya Mister, kita tunggu, yeaaaa"*. Tepat pukul 09.30 bel berbunyi. Siswa bersiap menerima pelajaran, ada yang mengeluarkan buku catatan, buku pelajaran, dan ada yang masih sibuk mengipas-ngipaskan wajah dengan buku. P membuka pelajaran, dengan menanyakan keadaan siswa, bertanya mengenai ketidakhadiran dan berdoa bersama. P meminta salah seorang siswa untuk memimpin berdoa. Setelah semua terlihat siap, P mulai memacu semangat siswa dengan beberapa candaan. *"Is there one of you here that has dreamed about narrative text last night? I think all of you miss this text so much, right? I know it"*. Siswa berseru, *"Yes Sir"*, ada juga yang mengelak, *"Never Mister, hahaha"*. Untuk pemanasan, P membagikan selebar kertas ke masing-masing siswa yang berisi beberapa gambar tentang film *"Harry Potter"*. Tak lebih dari 15 menit, para siswa telah menyelesaikan tugas mereka. P meminta siswa menukarkan jawaban mereka dengan teman sebangku, *"OK, now please exchange your work with your friend guys, we will check it together."*. Untuk menjawab kegelisahan jawaban siswa, P meminta mereka untuk menonton kembali film *"Harry Potter"* dan menjawab beberapa pertanyaan dengan menggunakan *viewing technique of film clips* dan teknik *note taking*. *"Actually, some of you have answered correctly, but you are worried to answer it. Ok, to make it clear, let's listen together first."*. Sekitar 20 menit berlalu. P akhirnya bersama-sama memperoleh jawabannya. Siswa yang benar menjawab bersorak riang. Kemudian, siswa diminta untuk menganalisis language features dari text dan menentukan generic structure dari teks. Dengan mudah siswa menyelesaikan tugas tersebut. Namun beberapa siswa masih ada yang bingung. Dengan penuh kesabaran, P mendampingi siswa sampai benar-benar mengerti, dan meminta siswa berlatih kembali di rumah. Sembari P menerangkan kepada siswa yang belum paham, P meminta siswa lain untuk mengerjakan soal yang ada di buku paket dan berdiskusi dengan teman. Kemudian, bersama-sama seluruh siswa, P membahas apa yang telah dipelajari hari ini, mengingatkan beberapa action verbs dalam bentuk past tense. Bel kembali berbunyi, P berterimakasih dan menutup pelajaran.

Field Note 11

Thursday, April 3rd, 2014 at 08.00 am

Pada pukul 08.30 P masuk ke dalam kelas. Siswa pun bersorak, "*Hore mas Afif ngajar lagi...*". Ada seseorang siswa yang baru saja masuk kelas dan bertanya, "*Weee Mister, today blajar apalagi Mister, narrative lagi aja Mister, seru, hehe*". P meminta siswa untuk tenang terlebih dahulu. P segera menyiapkan segala sesuatu untuk mengajar dibantu beberapa siswa. Setelah semua siap, P segera membuka pelajaran. P mengecek ketidakhadiran siswa terlebih dahulu dan mengajak mereka berdoa. P membuka pelajaran dengan mengajak siswa bertepuk tangan dan tertawa bersama, mereka bingung tapi tetap tertawa karena bingung tersebut. Disela-sela canda mereka, P menanyakan kabar siswa, "*Good morning, how is your life everybody?*". Siswa menanggapi dengan penuh antusias, "*Good morning Mister, I'm fine. Thank you. And you?*". P menjawab, "*Great, thanks. Now, stop talking and laughing. Because I will divide you into some group, are you ready?*". Siswa menanggapi, "*Ready Mister...*". Kemudian P meminta siswa membuat kelompok yang terdiri dari 4 orang. Setelah semua mendapatkan kelompok, P memberi apersepsi mengenai pendapat-pendapat tentang film tersebut. Kemudian P menjelaskan tentang cara berpendapat yang benar dan sesuai. Setelah itu siswa secara aktif berpendapat tentang film yang diputar kemarin. Untuk sekedar mengingatkan vocabulary yang telah di pelajari, P menyelektikan beberapa vocabulary, ada beberapa siswa yang langsung membuka buku catatan dan menjawab artinya, ada yang diam saja dan melihat catatan teman, ada juga yang langsung mengangkat tangan. P memberikan sesuatu bagi siswa yang menjawab dengan benar. Kemudian P langsung membuka pelajaran dengan mengecek ketidakhadiran terlebih dahulu dan meminta salah seorang siswa untuk memimpin doa. Kemudian P meminta mereka untuk kembali duduk berdasarkan kelompok sebelumnya. Setelah semua siap, P membagikan hasil bacaan mereka kemarin yang telah diberi feedback. Ternyata terdapat beberapa diantara mereka yang masih sedikit salah memahami bacaan. Kemudian P kembali mereview hasil bacaan sebelumnya dan setiap kelompok diberikan waktu untuk memperbaiki hasil bacaan mereka. Setelah selesai, mereka boleh memajangnya di papan tugas. Dengan penuh harapan mereka tidak mengulang kesalahan lagi di keesokan hari. Kembali merefresh pikiran sejenak, siswa diperkenankan bertanya-tanya mengenai narrative text. Setelah semuanya kembali ceria, P memberitahukan bahwa hari ini P ingin mengetes kemampuan masing-masing siswa. Jadi siswa diminta mengerjakan secara individu tugas yang diberikan. Sebelum teks dibagikan, P memberi clue tentang vocabulary yang akan keluar di dalam teks untuk memudahkan mereka memahami isi teks. Ada siswa yang gugup, ada yang tersenyum, ada juga yang masih berbicara dengan teman dikala teks akan dibagikan. Ada siswa yang menyelektuk, "*Mister filmnya yang baru ya, biar smangat nontonnya, hehe*". P tersenyum, kemudian P membagikan teks tersebut kepada setiap siswa. Mereka diminta mengaplikasikan *viewing technique of film clips* dan *note taking* dan dilarang bekerja sama. P memberi waktu 30 menit untuk menyelesaikan soal-soal. P berkeliling memonitor siswa. Siswa terlihat sangat antusias menjawab soal-soal yang ada, salah seorang siswa ada yang berkata kepada P saat P berada disampingnya, "*Ini filmnya punya info*".

baru Mister, sipp". P tersenyum, dan menanggapi, "*OK, let's answer it correctly.*" 30 menit berlalu, P meminta siswa berhenti mengerjakan soal-soal yang ada dan meminta siswa untuk menukarkan jawaban mereka dengan teman sebangku untuk dinilai. Kembali P meminta siswa untuk menjawab pertanyaan yang ada, P juga memberikan sesuatu kepada siswa yang bisa menjawab. Yaitu, alat tulis dan traktiran. Siswa sangat berantusias menjawab, sebagian besar siswa mengangkat tangan dan ada yang langsung menjawab sebelum ditunjuk P. P bingung harus memilih yang mana. Akhirnya sudah semua soal terjawab. P meminta siswa menulis score masing-masing siswa dengan pulpen di pojok kanan atas kertas. Kemudian siswa mengembalikannya kepada pemiliknya. Bagi siswa yang masih menjawab dengan kurang benar, mereka diperbolehkan memperbaiki jawaban mereka. Setelah semua selesai, mereka diminta memajang di papan tugas. Seperti biasa, sebelum mengakhiri pertemuan, bersama siswa P mereview apa yang telah dipelajari. P membagikan hasil pekerjaan siswa. Siswa terlihat senang dengan hasil pekerjaan mereka. P juga menginformasikan kepada siswa bahwa untuk minggu depan, siswa akan kembali dibimbing oleh Bu N, karena P sudah selesai melakukan penelitian. P meminta maaf jika selama mengajar banyak kekurangan. Sesaat suasana siswa terlihat kecewa. Beberapa anak protes ingin diajar P lagi. Sebelum pulang P ingin beberapa siswa menyampaikan kesan mereka selama mengikuti penlajaran bahasa Inggris dengan P. Sebagian besar siswa memberi kesan yang positif. Siswa senang dengan pelajaran bahasa Inggris yang diberikan P, karena tidak membosankan. Mendengarkan menjadi menyenangkan karena disertai diskusi sehingga mereka bisa bertukar pikiran sehingga lebih mudah dalam memahami spoken teks. Film yang diberikan juga menarik dan memotivasi siswa untuk pembelajaran listening. Setelah bel berbunyi, P menutup pelajaran dan pergi meninggalkan kelas. Dan bel berbunyi, P mengucapkan terimakasih dan menutup pelajaran. Setelah itu P meninggalkan kelas.

Field Note 12

Saturday, April 1st, 2014 at 07.00 am

Pada pukul 07.00 P masuk ke kelas. Saat itu ada di dalam kelas sedang asik mengobrol. P menuju ke meja guru untuk persiapan mengajar. P Setelah semuanya siap, P membuka pelajaran. P menyapa siswa, mengajak siswa berdoa bersama dan memeriksa ketidakhadiran siswa. Pada hari itu semua siswa hadir. P memberi instruksi kepada siswa untuk duduk sesuai dengan kelompoknya. Setelah semua siswa duduk sesuai dengan kelompoknya, P membagikan jawaban siswa sebelumnya yang telah diberi *feedback*. Siswa diminta memperhatikan *feedback* dari P. Kemudian bersama-sama membahas soal yang ada. Kelompok yang masih kurang dalam pemahaman dan menjawab soal, dipersilakan memperbaiki jawabannya. Hal ini perlu dilakukan agar siswa mengingat betul cara menjawab yang benar. Siswa terlihat senang karena tahu bagaimana cara menjawab soal listening dengan mudah. Ada yang menyeletuk, "Gampang yaa, woo lumayan bisa paham". P memberi waktu 15 menit untuk memperbaiki dan berdiskusi dengan

teman. Selama siswa merevisi, P berkeliling untuk membantu siswa. Sebagian besar siswa aktif bertanya mengenai grammar dan beberapa vocabulary. Akhirnya P meminta waktu sebentar untuk mendengarkan penjelasan P di depan kelas. P menjelaskan beberapa hal terkait grammar dan vocabulary. Setelah waktu habis, P meminta siswa mengumpulkan hasil revisi mereka dan memajangkannya di papan tugas, untuk mengapresiasi hasil karya mereka. Kemudian P mengajak siswa refresh sejenak dengan bercanda untuk mengingat lagi apa yang telah dipelajari. Sekitar 10 menit, P kemudian membagikan test kepada setiap siswa. Siswa diminta bekerja secara individu. P memberikan sedikit clue mengenai teks tersebut. P memberikan waktu 15 menit dalam mengerjakan soal tersebut. Para siswa dengan segera mengerjakan test tersebut dengan menggunakan teknik *note taking* dan *viewing technique of film clips*. Terdapat beberapa dari mereka yang masih bingung dalam mendengarkan dan menonton film, namun kebanyakan sudah mengerti tentang isi dari teks lisan tersebut. P berkeliling mengawasi siswa. Beberapa siswa bertanya kepada P beberapa masalah vocabulary item dan generic structure. 10 menit terakhir, P bertanya kepada siswa apakah sudah selesai mengerjakan. Banyak dari mereka telah selesai mengerjakan. P meminta siswa untuk berhenti mengerjakan dan mendengarkan penjelasan. P meminta siswa untuk melihat kembali apa yang telah mereka kerjakan. Setelah itu P meminta siswa untuk menukarkan hasil pekerjaan mereka dengan teman. P meminta beberapa siswa untuk menjawab soal yang ada dan menulis jawaban yang benar di papan. Untuk mengingatkan siswa, P meminta siswa untuk menulis beberapa kata yang sulit dipahami di papan beserta artinya. Beberapa siswa ada yang sibuk mengobrol dengan teman karena lama menunggu giliran maju ke depan. Sembari P dan siswa membahas jawaban dari soal, siswa memeriksa jawaban teman mereka. Tak teras bel pergantian kelas berbunyi. Anak-anak diminta mengumpulkan tugas tadi di meja guru dan akan dibagikan pada pertemuan berikutnya. Kemudian P menutup pelajaran dan meninggalkan kelas.

Field Note 13

Tuesday, April 1th, 2014 at 08.00 am

Pukul 08.00 P sudah berada di kelas, namun di dalam kelas masih tampak kosong belum ada siswa yang hadir, mereka sedang mengikuti upacara bendera. Sembari menunggu para siswa, P mempersiapkan peralatan dan beberapa soal yang akan diberikan di kelas. Selang 10 menit, para siswa satu persatu masuk kelas. Beberapa siswa mulai menyapa P, "*Hallo Mister Afif, how are you Mister?*". P menjawab dengan senang hati, "*hey Ade, I'm OK. How about you boy?*". "*I'm fine Mister.*", jawab salah seorang siswa. Siswa lain ikut bertanya, "*Mister, scorenya gimana kemaren?*". P menjawab, "*o yea, it is good news for all, there is an improvement, everybody has good score. Congratulation guys. And I will give the result to you after the first break. Ok?*". Seluruh siswa berseru, "*Yeaaa..., asik, alhamdulillah, bener ya Mister, kita tunggu, yeaaaa*". Tepat pukul 09.30 bel berbunyi. Siswa bersiap menerima pelajaran, ada yang mengeluarkan buku catatan, buku pelajaran, dan ada yang masih sibuk mengipas-ngipaskan wajah dengan buku. P membuka pelajaran, dengan menanyakan keadaan siswa, bertanya mengenai ketidakhadiran dan berdoa bersama. P meminta salah seorang siswa untuk memimpin berdoa. Setelah semua terlihat siap, P mulai memacu semangat

siswa dengan beberapa candaan. *“Is there one of you here that has dreamed about narrative text last night? I think all of you miss this text so much, right? I know it”*. Siswa berseru, *“Yes Sir”*, ada juga yang mengelak, *“Never Mister, hahaha”*. Untuk pemanasan, P membagikan selembar kertas ke masing-masing siswa yang berisi beberapa gambar tentang film *“Harry Potter”*. Tak lebih dari 15 menit, para siswa telah menyelesaikan tugas mereka. P meminta siswa menukarkan jawaban mereka dengan teman sebangku, *“OK, now please exchange your work with your friend guys, we will check it together.”*. Untuk menjawab kegelisahan jawaban siswa, P meminta mereka untuk menonton kembali film *“Harry Potter”* dan menjawab beberapa pertanyaan dengan menggunakan *viewing technique of film clips* dan teknik *note taking*. *“Actually, some of you have answered correctly, but you are worried to answer it. Ok, to make it clear, let’s listen together first.”*. Sekitar 20 menit berlalu. P akhirnya bersama-sama memperoleh jawabannya. Siswa yang benar menjawab bersorak riang. Kemudian, siswa diminta untuk menganalisis language features dari text dan menentukan generic structure dari teks. Dengan mudah siswa menyelesaikan tugas tersebut. Namun beberapa siswa masih ada yang bingung. Dengan penuh kesabaran, P mendampingi siswa sampai benar-benar mengerti, dan meminta siswa berlatih kembali di rumah. Sembari P menerangkan kepada siswa yang belum paham, P meminta siswa lain untuk mengerjakan soal yang ada di buku paket dan berdiskusi dengan teman. Kemudian, bersama-sama seluruh siswa, P membahas apa yang telah dipelajari hari ini, mengingatkan beberapa action verbs dalam bentuk past tense. Bel kembali berbunyi, P berterimakasih dan menutup pelajaran.

Field Note 14

Thursday, April 3rd, 2014 at 08.00 am

Pada pukul 08.30 P masuk ke dalam kelas. Siswa pun bersorak, *“Hore mas Afif ngajar lagi...”*. Ada seseorang siswa yang baru saja masuk kelas dan bertanya, *“Weee Mister, today blajar apalagi Mister, narrative lagi aja Mister, seruuu, hehe”*. P meminta siswa untuk tenang terlebih dahulu. P segera menyiapkan segala sesuatu untuk mengajar dibantu beberapa siswa. Setelah semua siap, P segera membuka pelajaran. P mengecek ketidakhadiran siswa terlebih dahulu dan mengajak mereka berdoa. P membuka pelajaran dengan mengajak siswa bertepuk tangan dan tertawa bersama, mereka bingung tapi tetap tertawa karena bingung tersebut. Disela-sela canda mereka, P menanyakan kabar siswa, *“Good morning, how is your life everybody?”*. Siswa menanggapi dengan penuh antusias, *“Good morning Mister, I’m fine. Thank you. And you?”*. P menjawab, *“Great, thanks”*. *Now, stop talking and laughing. Because I will divide you into some group, are you ready?*. Siswa menanggapi, *“Ready Mister...”*. Kemudian P meminta siswa membuat kelompok yang terdiri dari 4 orang. Setelah semua mendapatkan kelompok, P memberi apersepsi mengenai pendapat-pendapat tentang film tersebut. Kemudian P menjelaskan tentang cara berpendapat yang benar dan sesuai. Setelah itu siswa secara aktif berpendapat tentang film yang diputar kemarin. Untuk sekedar mengingatkan vocabulary yang telah di pelajari, P menyelektikan beberapa vocabulary, ada beberapa siswa yang langsung membuka buku catatan dan menjawab artinya, ada yang diam saja dan melihat catatan teman, ada juga yang langsung mengangkat tangan. P memberikan sesuatu

bagi siswa yang menjawab dengan benar. Kemudian P langsung membuka pelajaran dengan mengecek ketidakhadiran terlebih dahulu dan meminta salah seorang siswa untuk memimpin doa. Kemudian P meminta mereka untuk kembali duduk berdasarkan kelompok sebelumnya. Setelah semua siap, P membagikan hasil bacaan mereka kemarin yang telah diberi feedback. Ternyata terdapat beberapa diantara mereka yang masih sedikit salah memahami bacaan. Kemudian P kembali mereview hasil bacaan sebelumnya dan setiap kelompok diberikan waktu untuk memperbaiki hasil bacaan mereka. Setelah selesai, mereka boleh memajangnya di papan tugas. Dengan penuh harapan mereka tidak mengulang kesalahan lagi di keesokan hari. Kembali mererefresh pikiran sejenak, siswa diperkenankan bertanya-tanya mengenai narrative text. Setelah semuanya kembali ceria, P memberitahukan bahwa hari ini P ingin mengetes kemampuan masing-masing siswa. Jadi siswa diminta mengerjakan secara individu tugas yang diberikan. Sebelum teks dibagikan, P memberi clue tentang vocabulary yang akan keluar di dalam teks untuk memudahkan mereka memahami isi teks. Ada siswa yang gugup, ada yang tersenyum, ada juga yang masih berbicara dengan teman dikala teks akan dibagikan. Ada siswa yang menyeletuk, *"Mister filmnya yang baru ya, biar smangat nontonnya, hehe"*. P tersenyum, kemudian P membagikan teks tersebut kepada setiap siswa. Mereka diminta mengaplikasikan *viewing technique of film clips* dan *note taking* dan dilarang bekerja sama. P memberi waktu 30 menit untuk menyelesaikan soal-soal. P berkeliling memonitor siswa. Siswa terlihat sangat antusias menjawab soal-soal yang ada, salah seorang siswa ada yang berkata kepada P saat P berada disampingnya, *"Ini filmnya punya info baru Mister, sipp"*. P tersenyum, dan menanggapi, *"OK, let's answer it correctly"*. 30 menit berlalu, P meminta siswa berhenti mengerjakan soal-soal yang ada dan meminta siswa untuk menukarkan jawaban mereka dengan teman sebangku untuk dinilai. Kembali P meminta siswa untuk menjawab pertanyaan yang ada, P juga memberikan sesuatu kepada siswa yang bisa menjawab. Yaitu, alat tulis dan traktiran. Siswa sangat berantusias menjawab, sebagian besar siswa mengangkat tangan dan ada yang langsung menjawab sebelum ditunjuk P. P bingung harus memilih yang mana. Akhirnya sudah semua soal terjawab. P meminta siswa menulis score masing-masing siswa dengan pulpen di pojok kanan atas kertas. Kemudian siswa mengembalikannya kepada pemiliknya. Bagi siswa yang masih menjawab dengan kurang benar, mereka diperbolehkan memperbaiki jawaban mereka. Setelah semua selesai, mereka diminta memajang di papan tugas. Seperti biasa, sebelum mengakhiri pertemuan, bersama siswa P mereview apa yang telah dipelajari. P membagikan hasil pekerjaan siswa. Siswa terlihat senang dengan hasil pekerjaan mereka. P juga menginformasikan kepada siswa bahwa untuk minggu depan, siswa akan kembali dibimbing oleh Bu N, karena P sudah selesai melakukan penelitian. P meminta maaf jika selama mengajar banyak kekurangan. Sesaat suasana siswa terlihat kecewa. Beberapa anak protes ingin diajar P lagi. Sebelum pulang P ingin beberapa siswa menyampaikan kesan mereka selama mengikuti pelajaran bahasa Inggris dengan P. Sebagian besar siswa memberi kesan yang positif. Siswa senang dengan pelajaran bahasa Inggris yang diberikan P, karena tidak membosankan. Mendengarkan menjadi menyenangkan karena disertai diskusi sehingga mereka bisa bertukar pikiran sehingga lebih mudah dalam memahami spoken teks. Film yang diberikan juga menarik dan memotivasi siswa untuk pembelajaran listening. Setelah bel berbunyi, P menutup pelajaran

dan pergi meninggalkan kelas. Dan bel berbunyi, P mengucapkan terimakasih dan menutup pelajaran. Setelah itu P meninggalkan kelas.

2

**INTERVIEW
TRANSCRIPT**

An Interview with the English Teacher

1. Bagaimana menurut Ibu tentang pengajaran bahasa Inggris secara keseluruhan di kelas?
2. Dari beberapa subskills Listening (grammar, vocabulary, pronunciation), yang mana yang menurut Ibu paling sulit dikuasai oleh siswa?
3. Seberapa sering Ibu mengajarkan Listening?
4. Apa peranan Ibu dalam proses mengajar Listening?
5. Jika dimuat dalam bentuk film, apa aksen native speaker tersebut jadi lebih mudah dipahami siswa?
6. Menurut Anda lebih mudah mana belajar Listening dengan menggunakan film dengan kegiatan pembelajaran seperti biasanya?
7. Apakah siswa merasa bebas ketika bertanya saat mengalami kesulitan dengan Ibu?
8. Teknik apa yang Ibu gunakan dalam proses mengajar Listening?
9. Seberapa besar ketertarikan siswa terhadap pelajaran Listening?
10. Metode dan media apa yang Ibu gunakan dalam pengajaran Listening?
11. Bagaimana minat siswa dalam pelajaran Listening Bu?
12. Apa anak sering terlibat aktif dalam proses Listening Bu?
13. Apakah Ibu pernah mengalami kesulitan-kesulitan ketika mengajar Listening?
14. Bagaimana cara Ibu mengatasi kesulitan-kesulitan tersebut?
15. Bagaimana kemampuan siswa dalam Listening Bu, apakah sudah sesuai dengan harapan?
16. Masalah apa yang sering Ibu hadapi dalam mengerjakan Listening kepa anak-anak Bu?
17. Bagaimana Ibu memecahkan masalah tersebut?
18. Materi apa yang Ibu ajarkan dalam Listening?
19. Apakah sudah sesuai dengan SKKD materi yang ibu ajarkan?
20. Apakah materi tersebut sudah authentic?

21. Bagaimana peranan siswa ketika mengikuti proses pengajaran listening?
22. Menurut Ibu, apakah langkah-langkah dalam kegiatan Listening menggunakan film yang saya lakukan sudah berjalan baik?
23. Menurut pengamatan Ibu kendala apa saja yang dihadapi baik oleh siswa maupun researcher dalam kegiatan pembelajaran menggunakan film?
24. Apakah Siswa lebih mudah memahami jika menonton film dengan mengamati gerak tubuh native speaker?
25. Bagaimana keunggulan media film clips yang akan saya terapkan ini menurut Ibu?

An Interview with the Students

1. Apakah Bahasa Inggris itu penting menurut Anda?
2. Seberapa pentingkah Bahasa Inggris menurut Anda?
3. Seberapa sering guru mengajar Listening pada Anda di kelas?
4. Bagaimana metode pembelajaran Listening yang sering dilakukan di kelas?
5. Media apa yang dipakai oleh guru di kelas Listening?
6. Apakah media yang digunakan guru Anda sudah menarik saat mengajar Listening?
7. Apakah Anda merasa kemampuan Listening Anda sudah baik?
8. Apakah Anda sering mengalami kesulitan dalam Listening?
9. Kesulitan-kesulitan apa yang Anda alami ketika Listening?
10. Lalu bagaimana cara Anda mengatasi kesulitan pada saat Listening?
11. Gangguan apa yang Anda alami selama proses Listening di kelas?
12. Apakah Anda bertanya pada guru jika ada kesulitan?
13. Apakah Anda menyukai pembelajaran Listening dengan menggunakan film?
14. Apakah pembelajaran Listening dengan menggunakan film membuat kelas Listening lebih menyenangkan dan menarik?
15. Apakah aksen native speaker sulit untuk dimengerti?
16. Jika dimuat dalam bentuk film, apa aksen native speaker tersebut jadi lebih mudah dipahami?
17. Menurut Anda lebih mudah mana belajar Listening dengan menggunakan film atau kegiatan pembelajaran seperti biasanya?
18. Metode dan kegiatan pembelajaran seperti apa yang diharapkan oleh Anda di masa yang akan datang?
19. Apakah aksen native speaker susah untuk dimengerti?
20. Jika aksen tersebut dimuat dalam film apakah lebih mudah untuk dipahami?

21. Apakah Anda lebih mudah memahami jika menonton film dengan mengamati gerak tubuh native speaker?
22. Menurut adik, sub skill listening apa yang paling susah? (Grammar, Vocabulary, Pronunciation)
23. Bagaimana peranan guru dalam proses mengajar Listening?
24. Seberapa besar peranan Guru dalam mengajar Listening?
25. Seberapa sering Listening diajarkan kepada Anda?

Interview Transcripts

R = **Researcher**
H = **Headmaster**
T = **Teacher**
S = **Student**

Interview 1

Monday, February 6th 2014

- R** : Dari hasil observasi, menurut saya bahasa Inggris di sekolah ini sudah cukup bagus Ibu tetapi masih ada beberapa kendala – kendala yang dialami para siswa dalam mengoptimalkan belajar mereka.
- H** : Iya Mas, guru-guru di sini menurut saya Alhamdulillah sudah kompeten pada bidangnya apalagi di pelajaran Bahasa Inggris. Semua gurunya mempunyai prestasi tersendiri. Ada yang kompeten di bidang debat, pidato, dan lain-lain. Bahasa Inggris juga sekarang menjadi prioritas penting dalam memenuhi kewajiban di dunia nyata nantinya.
- R** : Di sekolah ini memberikan prioritas penuh ya Ibu di dalam pengajaran bahasa Inggris, seperti fasilitas Lab. Bahasa. Dalam penggunaan fasilitas ini di dalamnya ada apa aja ya Ibu?
- H** : Saat ini kami memang menyediakan Lab. Bahasa yang sudah memenuhi persyaratan seperti headset, computer, LCD, speaker yang jelas, A.C., dan sekat duduk yang nyaman. Di setiap kelas juga sudah terpasang LCD untuk tiap kelas dan semua ruangan.
- R** : Wah sudah bagus berarti ya Ibu. Sangat membantu adik-adik proses belajar mereka. Kalau boleh tahu, apa saja ya Ibu prestasi yang pernah diperoleh adik-adik di sini untuk disumbangkan ke sekolah ?
- H** : Kemarin kami berhasil menyabet kejuaraan Debat Bahasa Inggris Mas, di sini setiap Kamis sore pukul 15.00 juga ada English Club yang diampu oleh Bapak dan Ibu Guru mata pelajaran bahasa Inggris. Kami yakin anak-anak sudah nyaman dengan proses belajar mengajar di sekolah ini.

- R : Amin. Sukses selalu untuk adik-adik dan semua guru-gurunya. Terima kasih Ibuk telah menyempatkan waktu untuk saya. Mohon bimbingannya ya Buk. Adakah pesan dari Ibuk kepada saya sebelum melakukan proses penelitian di sini?
- H : Tetap semangat, yang terpenting adalah doanya. Semoga sukses juga. Ngomong-ngomong kalo mas Afif mau langsung menghadap Ibu N, monggo silakan, saya mengijinkan
- R : Terima kasih banyak Ibuk. Sukses ya Ibuk. Saya permisi.

Interview 2

The interview was done with the English teacher in pre-action.

Wednesday, February 10th, 2014

- R : Assalamu'alaikum Ibu...
- T : Wa'alaikumussalam. Silahkan Mas ambil kursi yang kosong. Bagaimana mas, ada yang bisa dibantu?
- R : Sangat ada Ibuk, saya hendak berkonsultasi dengan Ibuk terkait dengan rencana pembelajaran yang akan saya terapkan esok hari. Apakah Ibuk ada waktu?
- T : Oh sangat ada Mas. Mumpung saya ini baru selo. Silahkan mau konsultasi apa Mas? Listening ya kemaren rencanya Mas?
- R : Saya ingin menanyakan tentang proses pembelajaran di kelas Ibuk yang dirasa kurang memuaskan pada saat pembelajaran listening, adakah kendala-kendala yang Ibuk alami saat mengajar di kelas?
- T : Selama ini dalam pelajaran bahasa Inggris ada beberapa kendala sih Mas terutama di kelas XI Social 2. Anak-anaknya itu kurang paham kalau saya ajar dan pas waktu *listening* mereka cenderung mengantuk kalau ditayangkan film dan disuruh menjawab beberapa pertanyaan. Kalau *listening* mereka kurang paham berarti kan nanti ngaruh di *speaking* dan skill lain ya Mas?

- R : Iya Ibu, karena *listening* kan input dari *speaking*. Dari beberapa subskills Listening (grammar, vocabulary, pronunciation), yang mana yang menurut Ibu paling sulit dikuasai oleh siswa?
- T : Ya semuanya mas, mereka kurang dalam memahami teks monolog dan dialog yang sangat panjang. Saya lebih suka menayangkan film kalau mengajarkan listening.
- R : Dalam pembelajaran *listening* itu, pengajaran seperti apa yang ibu terapkan ya?
- T : Ya pertama-tama saya kasih pengenalan dulu jenis teks dan contohnya. Jadi langsung mendengarkan dan menonton film, kemudian menjawab pertanyaan yang ada. Ya Cuma begitu saja.
- R : Jika dimuat dalam bentuk film, apa aksen native speaker tersebut jadi lebih mudah dipahami siswa?
- T : Ya sangat mudah dipahami kalau menurut saya Mas. Itu lebih memudahkan siswa untuk memahami teks lisan Bahasa Inggris yang sebenarnya.
- R : Menurut Ibu lebih mudah mana belajar Listening dengan menggunakan film dengan kegiatan pembelajaran seperti biasanya?
- T : Anak – anak itu sangat antusias kalau diberikan film baru. Mereka sangat memperhatikan dan sangat tertarik.
- R : Apakah siswa merasa bebas ketika bertanya saat mengalami kesulitan dengan Ibu? Teknik apa yang Ibu gunakan dalam proses mengajar Listening? Seberapa besar ketertarikan siswa terhadap pelajaran Listening?
- T : Kalau teknik sih saya Cuma memberi beberapa kata-kata yang sulit dipahami siswa saja. Jadi saya juga belum menerapkan teknik khusus untuk pembelajaran Listening.
- R : Metode dan media apa yang Ibu gunakan dalam pengajaran Listening?

- T : Ya itu tadi Mas, film sebagai medianya, kalau metode saya juga belum begitu paham Mas.
- R : Bagaimana minat siswa dalam pelajaran Listening Bu?
- T : Minat mereka itu sangat kurang jika pembelajarannya dalam bentuk audio saja, tapi sangat antusias kalau saya menayangkan film.
- R : Apa anak sering terlibat aktif dalam proses Listening Bu?
- T : Mereka cuma memperhatikan dan jarang Tanya itu Mas kalau pas pembelajaran Listening.
- R : Apakah Ibu pernah mengalami kesulitan-kesulitan ketika mengajar Listening?
- T : Kalau ditanya kesulitan-kesulitan ya pasti ada. Sulitnya itu siswa kurang aktif dalam pembelajaran dan saya juga tidak bisa mengecek kemampuan mereka satu per satu. Tapi saya rasa kemampuan Listening mereka kurang Mas.
- R : Bagaimana cara Ibu mengatasi kesulitan-kesulitan tersebut?
- T : Ya saya selalu membuka konsultasi pada saat jam istirahat atau jam kosong sekiranya mereka mau bertanya terkait pembelajaran yang saya berikan.
- R : Bagaimana kemampuan siswa dalam Listening Bu, apakah sudah sesuai dengan harapan?
- T : Belum Mas, mereka kurang bisa memahami Listening dengan baik.
- R : Masalah apa yang sering Ibu hadapi dalam mengerjakan Listening kepada anak-anak Bu?
- T : Masalahnya ya itu, mereka kurang bisa memahami suara speaker secara jelas, masih ramai sendiri, dan kurang memperhatikan ketika saya menerangkan.

- R : Bagaimana Ibu memecahkan masalah tersebut?
- T : Biasanya saya kasih film itu Mas, supaya mereka mau diam dan antusias terhadap pembelajaran saya.
- R : Materi apa yang Ibu ajarkan dalam Listening?
- T : Ya kadang-kadang saya kasih teks monolog lisan atau ya teks dialog lisan, tapi lebih kebanyakan film.
- R : Apakah sudah sesuai dengan SKKD materi yang ibu ajarkan?
- T : Sesuai sih mas, kalau pas narrative ya tak kasih film tentang narrative.
- R : Apakah materi tersebut sudah authentic?
- T : Sudah, karena kan saya tayangkan langsung dari film aslinya.
- R : Bagaimana peranan siswa ketika mengikuti proses pengajaran listening?
- T : Pasif Mas, aktif kalau pas ramai saja.
- R : Ibu, berarti kelas *listening* hasilnya kurang OK, mungkin bisa dijelaskan kira-kira faktor-faktor penyebabnya apa aja nggih bu?
- T : Sepengamatan saya di kelas listening, anak-anak malas untuk listening tu, mereka pada mengantuk. Pada waktu sesi menjawab pertanyaan, mereka pada ga bisa mengontrol diri, pada sibuk ngobrol sama temennya.
- R : Dengan kata lain, bisa disimpulkan motivasi masih kurang.
- T : Tepatnya seperti itu Mas.
- R : Berbicara mengenai kemampuan listening, apa sudah memenuhi harapan Bu?
- T : Sejauh ini ya masi belum memenuhi. Beberapa dari mereka masi sering menemui kesalahan di dalam mengidentifikasi informasi penting dalam teks lisan.
- R : Wah, tantangan juga ya bu?
- T : Iya begitulah Mas, smoga Mas Afif bisa membantu saya meningkatkan kemampuan listening anak-anak dalam penelitian nanti ya?

- R : Amin. Saya juga mohon dibimbing ya bu, nanti kalo ada apa-apa mohon diberi masukan bu.
- T : OK... kalo ada apa-apa jangan ragu konsultasi ke saya. Nomer HP saya sudah disimpan Mas?
- R : Nggih, sampun Bu. Terimakasih. Ibu ini ngomong-ngomong sudah siang, informasinya terimaksi banyak, kalo gitu saya pamit dulu ya bu. Besok-besok saya konsultasi lagi bu.
- T : Sip, OK. Hati-hati ya Mas. Makasi juga ya.
- R : Terimakasih ibu. Assalamu'alaikum.
- T : Wa'alaikumusalam.

Interview 3

The interview was done with the English teacher after Cycle 1 finished.

Thursday, March 27th, 2014

- R : Assalamua'alaikum Ibuk
- T : Wa'alaikumussalam. Gimana Mas Afif? Mari silakan duduk.
- R : Terima kasih Ibuk, mohon maaf ini Ibuk, hari ini ada waktu luang tidak ya? Saya ingin konsultasi sedikit terkait penelitian saya.
- T : Dengan senang hati, ini lagi selo juga kok Mas.
- R : Iya ini bu terkait dengan pembelajaran kemarin Bu. Menurut ibu, apakah langkah-langkah dalam kegiatan listening dengan menggunakan media dan teknik film clips sudah berjalan dengan baik atau masih ada yang kurang ya Bu?
- T : Alhamdulillah sudah Baik Mas, urutanya juga pas, step-stepnya jelas. Ada Pre-Viewing, While-Viewing, dan satu lagi Post-Viewing... bagus. Tapi memang agak perlu sabar ya kalo ngajar, pelan-pelan, supaya anak-anak benar-benar paham.

- R : Iya Ibuk, memang haru sabar dan telaten. Menurut ibu, apakah kegiatan pendahuluan, inti, dan penutupnya kemarin sudah pas ya bu? Mungkin ada saran dari ibu?
- T : Secara keseluruhan sudah bagus Mas, dari apersepsi sudah baik, anak-anak dapet film Ice Age 4, langsung pada ketawa, alhamdulillah pada terkontrol ya kemarin, teknik juga pas, penutupnya di post-viewing lagi ya, bagus, banyak yang tanya juga ya. Sip Mas Afif.
- R : Iya, alhamdulillah ya Bu. Jadi seneng deh. Hehe. Nah, kalo dari tekniknya sendiri, apakah media dan teknik film clips efektif digunakan dalam kegiatan listening ya Bu?
- T : Kalo menurut saya, sudah efektif Mas Afif, terbukti mereka antusias sekali maju ke depan dalam mengerjakan soal di papan tulis. Berati anak-anak sudah paham.
- R : Betul, betul bu. Kesimpulannya berarti media dan teknik film clips bisakah meningkatkan kemampuan siswa bu?
- T : Menurut saya bisa, terbukti antusias anak-anak untuk memperhatikan dan mendengarkan penjelasan Mas Afif saat memperkenalkan media dan teknik itu ya kemarin, terkontrol anak-anaknya.
- R : Dalam pembelajaran kemarin, kendala-kendala yang dihadapi saat menggunakan media film clips dengan menggunakan viewing techniques of film clips apa saja ya Bu? Dan bagaimana cara mengatasi hal tersebut Bu?
- T : Ya mungkin butuh waktu dan konsentrasi yang di lebih ya saat menggunakan media dan tehnik ini. Tapi kalo udah terbiasa dan sering diaplikasikan mesti express tu. Dan mungkin anak-anak lebih diperketat lagi Mas Afif, jangan ada yang hanya mengandalkan yang pinter saja.
- R : Iya Bu, wah terimakasih sekali saran-sarannya Bu, besok semoga lebih baik lagi. Maaf sudah mengganggu ibu ni.
- T : Ndak kok, iya sama-sama Mas Afif. Kalo ada apa-apa konsultasi aja jangan sungkan.

- R : Nggih ibu, siap. Kalo gitu saya pamit dulu, sampe ketemu lagi ibu.
Makasi yaa. Assalamu'alaikum..
- T : Iya Mas.. Wa'alaikumussalam..

Interview 4

Interview was done with the students in pre-action.

Saturday, February 19th 2014

At 09.30 on the first break in the class XI Social 2.

Students : Devi, Bobby, Elang, Faisal, Bisri

- R : Selamat siang adik-adik...
- S(all) : Siang Mas, ada apa mas kok kelihatannya nyari kita-kita? Hehe.
- R : Iya nyari kalian ini dek. Kalian selo nggak ya dek? Mas mau Tanya-tanya sedikit boleh?
- S(all) : Wah, kita selo terus kok Mas. Hehehe. Silahkan mau bertanya apa Mas?
- R : Baiklah, Mas minta tolong jawab sesuai isi hati kalian ya, ga usah takut sama Bu Nanik atau Mas Afif. Ini tidak mempengaruhi nilai kalian nantinya kok. Hehehe.
- S(all) : Siap Mas. Emang mau Tanya apa Mas?
- R : Insya Allah Mas akan menemani kalian belajar bahasa Inggris di kelas untuk beberapa pertemuan ke depan, jadi untuk pelengkap data, Mas interview kalian sebentar boleh ya dek?
- S(all) : Boleh – boleh mas. Monggo.
- R : What's ypur name?
- S1 : My name is Devy
- S2 : I'm Bobby
- S3 : I'm Elang
- S4 : Faisal Sir.
- S5 : I'm Bisri. The most handsome boy in this class.
- S(all) : Hahahaha. Gaya si Bisri ya.

- R : Hahaha. Pede banget si Bisri. I'm Afif. Uhm, adik-adik di sini pada suka English kan?
- S(all) : Yah, biasa-biasa aja sih Mas.
- R : Katanya ada beberapa yang pernah ikut lomba debat dek? Apa itu di kelas adek?
- S45 : Bukan di kelas kita Mas. Kelas sebelah itu.
- R : Oh, kok enggak di kelas kalian kenapa? Lha terus kesulitan yang kalian hadapai selama KBM bahasa inggris apa ya?
- S2 : Ya nggak tau sih Mas, mungkin kita kurang beruntung. Kalo aku tu di vocab Mas. Banyak arti kata yang susah dimengerti apalagi pada saat nonton film dan nggak tau artinya. Jadi ya Cuma mlongo aja mas.
- R : OK, point pertama dari Dek Bobby di vocab.
- S5 : Aku grammar Mas. Kadang lupa menggunakan grammar yang sesuai pada saat mengidentifikasi teks kaya narrative. Soalnya guruya nggak pernah ngajarin.
- R : Berarti point kedua dari dek Bisri grammar.
- S3 : Kalo aku pas nonton film itu suka ngantuk mas. Males banget, apalagi kalo filmnya panjang, udah nggak tau artinya, nggak disuruh ngapain ngapain pula.
- R : Wah, sepanjang apa itu dek? Sepanjang cintamu ke aku ya? OK point ketiga *listening material* ya.
- S1 : Hahaha, Mas kok lucu banget to. Kapan to ngajar tempat kita? Seru mesti deh.
- R : Nanti juga ada pemberitahuan dari Bu Nanik kapan Mas mulai ngajar dek. Kalo dik Elang sendiri, apa ni keluhan kesahnya dalam belajar bahasa Inggris?
- S1 : Aku ga suka bahasa inggris Mas, aku sukanya nonton *western movie* and dengerin *western song*nya aja, hehe.

- R : OK, berarti kalian sebenarnya suka kan sama movie. Kalau dek Faisal ni yang paling ganteng sendiri. Apa sih kesulitannya?
- S5 : Saya biasa aja Mas, ya hampir sama kayak temen-temen. Yang bagian nyari information gitu lo yang akan males. Kalo pada berisik jadi ga konsen.
- R : OK dah. Sudah semua dapat menyampaikan kesulitannya ya. Nah, dalam mengajar bahasa inggris menurut kalian Bu Nanik gimana ya? Apakah beliau sudah memakai teknik-teknik dan media gitu?
- S2 : Kalo aku sih Mas, Bu Nanik udah bagus, tapi kadang beliau cuma menayangkan film dan tidak dikasih tahu suruh ngapain. Keesokan hariya kita baru dapet soal tentang film itu. Ya nggak siap dong Mas.
- S1 : Kurang lucu. Tegang Mas di kelas.
- S5 : Kitanya jadi kurang kesempatan.
- S3 : Kita sering banget pake media ini. Ya bagus sih Mas. Tapi banyak yang masih nggak mudeng maksudnya apa. Jadi ya kayak gitu-gitu doank.
- R : Dik Faisal sendiri kok daritadi cuma diem saja?
- S4 : Kurang menarik Mas. Filmnya tua-tua semua.
- R : Hehehe, kalian tu yaa. Allright, next kalo materi yang diberikan iBu Nanik sejauh ini gimana dik?
- S34 : Ya giut mas, pas listening Cuma disuruh nonton film dan tidak dikasih tahu filmnya harus digimanain. Dan filmnya itu kurang menarik Mas.
- S1 : Bener banget, materinya ngebosenin. Paling Cuma disuruh nyari language function nya aja.
- S5 : Materinya kurang up to date Mas.
- S2 : Animasi kek sekali-sekali, hahaha.
- R : Haha. Inspirasi baru. Ok deh. Insya Allah Mas besok mau ngajar kalian skill listening di kelas, untuk mambuat kalian nyaman belajar listening di kelas, ayo cerita kira-kira kesulitannya dimana kalo dalam skill listening?
- S5 : Oh Tuhan, Aku ga suka listening. Aku takut. Apalagi kalo yang nyari-nyari *information-information*, butuh konsentrasi lebih. Hehe.
- S3 : Listening itu bikin ngantuk Mas.

- S4 : Hahaha, apalagi kalo ada kata yang ga tau artinya, trus tarnya ktemu lagi yang ga tau artinya lagi, wes, males, hehehe. Bikin putus asa mau ngelanjutin nonton filmnya Mas,
- S21 : Nginget arti kata tu sulit Mister.
- R : Wah, jangan pada takut ya, besok kita fun kok belajarnya. Mas rasa cukup ya informasinya, ni istirahat juga udah habis to waktunya, hehe. Makasi banyak ya adik-adik. Sampe ketemu lagi. Good Luck dear... Bye...
- S(all) : Sama-sama Mas, sampe ketemu lagi. Bye...

Interview 5

Interview was done with the students after Cycle 1 done.

Saturday, March 27th, 2014

At 09.30 on the first break time in the class XI Social 2.

- R : Selamat siang adik-adik...
- S(all) : Selamat siang Mister Afif. Ngajar lagi kan Mas besok Selasa?
- R : Insya Allah dek, Mas masih ngajar kok. Seneng ya kalau Mas ngajar di sini?
- S5 : Horeeee yang ngajar Mister Afif lagi. Seneng kok Mister. Tapi filmnya yang lebih menarik lagi ya Mas.
- R : Kemarin kurang menarik ya?
- S5 : Sudah menarik kok Mister. Kita semua seneng.
- R : Mister Afif boleh minta waktunya lagi nggak ya adik-adik? Butuh bantuan kalian ini untuk sedikit interview saja.
- S1 : Silahkan Mister. Mister nggak ke kantin? Atau mau saya bungkusin gorengan? Mau Tanya tentang apa Mister?
- R : Enggak ke kantin dek, Mas udah kenyang. Ini Mister Afif lagi pengen tanya tentang pembelajaran di kelas kemarin. Cuma bentar kok, OK?
- S(all) : Siap Mister. Monggo
- R : Alhamdulillah, kemarin Mister Afif ngajarnya gimana ya dik? Apa adik-adik semua paham tentang yang Mas ajarkan?

- S5 : Mister Afif udah keren kok ngajarnya, jambulnya jug keren. Hehe. Aku aja sampai hafal Mister tentang generic structure *narrative text*.
- R : Coba dek jelaskan apa aja?
- S5 : *Orientation, complication, and Resolution*. Di Resolution nya ada coda nya kan Mister.
- R : Canggih dik Bisri ini. Keren lah pokoknya. Kalau yang lain bagaimana?
- S1 : Filmnya menarik Mister, suaranya Mister Afif agak kenceng juga donk, OK?
- R : Wow, masukan yang bagus. Sip, lagi donk, dik Bobby ?
- S2 : Aku really enjoy Mister. Mister Afif ngajarnya enak. Materinya menarik. Jadi aku juga suka. Gak ngebosenin Mister.
- S4 : Ho'o Mister, menantang. Aku paham kalo yang nerangin Mister Afif. Tambahan kosa kata itu juga membantu banget. Menarik kok Mister.
- S3 : Sudah bagus Mister Afif. Mister Afif tegas banget kok.
- R : Betul. Jadi, apakah ada peningkatan setelah menggunakan film clips? Apakah kalian jadi suka listening sekarang?
- S3 : Lumayan Mister. Media dan teknik baru ini bikin mudeng tentang isi filmnya dan listening itu sendiri. Kalau ga pake video kita bisa menerapkannya di audio kan mister. Mister, ngajar skill lainnya donk.
- S4 : Setuju banget. Filmnya juga ngasi banyak info baru Mister. Aku suka. Emang sih harus sering paham media dan teknik ini, karna aku takut, aku lupa pake stepnya, hehe
- S5 : Hal yang baru untukku sekarang Mister. Aku bisa nambah vocab. Yang Pre - Viewing stepnya bikin penasaran buat tau isi filmnya.
- S1 : Aku sangat menikmati. Sekarang aku tau cara menjawab pertanyaan dengan baik dan benar kalau pakai film clips Mas. Aku jadi semangat belajar bahasa Inggris. Listening itu menyenangkan.
- R : Hahaha, makasi ya Allah dan makasi ya adik-adik, ya semoga bermafaat media dan tekniknya dalam meningkatkan kemampuan listening kalian. Haa, terus, menurut kalian lebih mudah mana belajar listening menggunakan audio saja atau seluruh film ditayangkan atau dengan kegiatan pembelajaran menggunakan media film clips?

- S3 : Jadi lebih baik kalo aku pake media film clips mister. Habis kita pake tekniknya trus diskusi, jadi gampang banget.
- S2 : Make media film clips itu menarik waktu kita memahami teks lisan. Apa lagi kalo di step While - Viewing, pengen cepet-cepet jawab soalnya jadinya.
- S5 : Listening jadi lebih enak kalo pake media dan teknik donk Mister. Aku dapet intinya. Aku juga uda mraktekin waktu aku lagi suka nonton film-film baru ini Mister.
- R : Kendala atau hambatan apa saja yang terjadi dik waktu adik-adik lagi mengikuti pembelajaran dengan menggunakan media dan teknik film clips?
- S1 : Agak panjang Mister caranya, tapi emang stepnya pas sih, jadi ya harus sabar.
- S4 : Mister, ngajarnya agak teliti, kemarin ada yang cuma ikut-ikut aja, mereka ga ngerjain malah rebut sendiri.
- R : Besok lapor ya kalau ada yang nakal kaya gitu.
- S(all) : OK Mister...
- S5 : Ditegasin aja Mister. Tapi biasalah anak muda. Hahaha. Tapi aku ikut ngerjain lo Mister. Hehe. Oia, agak sering lupa kalo dikasi vocab baru, hehe. Diulang-ulang ya Mister. Hehe.
- R : Nah berarti ada beberapa kendala juga ya dalam menggunakan media dan teknik ini dalam pembelajaran listening. Cara mengatasinya gimana tu kalo adik-adik?
- S3 : Wah kudu sering dilatih deh kayaknya Mister, biar makin gesit gitu listeningnya, hehe.
- S5 : Bener banget itu. Kelompoknya mening banyak di temen sebangku aja Mister. Kalau berempat malah ramai sendiri
- S1 : Iya Mister, itu lebih baik. Jadi pas semua step kita bisa maksimal
- S2 : He'em Mister. Keseluruhan bisa diantispasi pokoknya Mister...
- S4 : Pokoknya dibikin sibuk deh Mister, kalo ga gitu kelas mesti langsung kayak pasar lagi, hehe.

- R : Hahaha, iy-iya, Mister Afif berusaha yang terbaik buat kalian. Yang penting pada comfortable, cerita aja, biar kita sama-sama enak, iya gak? Hehe. Wah, kasian kalian ni belum pada maem. Yasudah, pada ke kantin dulu gih, Mister Afif traktir po?
- S1 : Beneran Mister?
- R : Iya. Ayooo...
- S(all) : Let's gooooo.... Terima kasih Mister.

Interview 6

The interview was done with the students after Cycle 2 finished.

Saturday, April 1st, 2014

Students : Anisa, Ali, Dyah, Aulia, Anibras

- R : Selamat siang adik-adik.
- S(all) : Selamat siang Mister Afif. Ada apa ya?
- R : Mister Afif minta bantuannya ini, Cuma minta waktu kalian sebentar untuk tanya-tanya sedikit.
- S(all) : Bisa Mister, silahkan tanya saja Mister
- R : Hehe, OK, ini buat semua ya, jawab secara jujur dan sesuai dengan hati kalian. Menurut adik-adik, penjelasan kemarin terkait film clips yang Mas ajarkan sudah pada paham belum ya Dek?
- S(all) : Paham banget kok Mister...
- S5 : Apalagi sering diulang-ulang Mister. Jelas banget.
- R : Hore. Alhamdullillah. Nah berarti penggunaan media dan teknik film clips dalam pembelajaran listening dapat meningkatkan kemampuan listening kalian kan?
- S3 : Of course, Mister. Nilai kita naik kan Mister?
- R : Iya, tentu.

- S5 : Kalo aku lumayan meningkat Mister. Jadi dengan kita menggunakan media dan teknik film clips, kita jadi lebih paham betul isi dari film tersebut ya Mister.
- S2 : Sama Mister, jadi lebih teliti juga aku, dengan step While - Viewing, aku jadi penasaran nonton filmnya. Hehe.
- S1 : Iya Mister, aku kerasa enjoy listening sama nontonnya, kayaknya tu, informasi yang didapat keinget-inget terus. Hehe.
- S4 : Uhm, sedikit meningkat kayaknya ni Mister. Hee.
- R : OK, lagi ya, kalo menurut adik-adik, lebih enak mana pembelajaran listening dengan media dan teknik film clips atau dengan pembelajaran yang seperti biasa?
- S3 : Ya pake media dan teknik donk Mister. Ada variasi gitu. Ga bosen Mister.
- S1 : Ga bosen bener Mister. Biasanya kalo pada disuruh listening kan malah pada ngantuk hehe.
- S2 : Gampang nangkep juga Mister.
- R : Nah, btw ni pada seneng berarti pake media dan teknik film clips ya? Ribet gak?
- S3 : Gak ribetlah Mister. Buat Mister Afif apa sih yang enggak. Hahaha
- R : Oke deh dek Dyah. Makasih ya semuanya. Tape bener kan kalian enjoy gitu, ga kesulitan?
- S3 : Serius Mister.
- S1 : Seneng malahan Mister. Jadi bisa menikmati nuansa belajar yang baru. Hehe. Secara keseluruhan sudah baik Mister.
- S5 : Jadi semangat listening, pertanyaannya bikin kita penasaran je kalau pakai media dan teknik film clips ini.
- R : Sip. Seneng deh dengernya. Ada masukan buat Mister Afif dik?
- S2 : Semuanya udah bagus Mister, film clips. Mister ngajar skill yang lain juga ya?
- S3 : Mister Afif minggu depan masi ngajar di sini ya?

R : Hahaha, belum tau juga dik. Mohon doanya aja ya moga-moga Mister Afif cepet lulus. Makasi banyak ya udah di bantu, kalo gitu Mister Afif pamit dulu ya. Good luck... See you...

3

QUESTIONNAIRE'S RESULT

Questionnaire for Needs Analysis (Students)
ANGKET PENGEMBANGAN MATERI PEMBELAJARAN LISTENING
BERBASIS FILM CLIPS

Angket ini bertujuan untuk mengetahui pendapat dan saran Saudara terkait pembelajaran Listening berbasis film clips untuk meningkatkan kemampuan Listening Saudara yang akan dikembangkan peneliti agar lebih mencerminkan kebutuhan dan keinginan Saudara dalam proses pembelajaran Listening.

Mohon kesediaan Saudara untuk mengisi angket ini sesuai dengan keadaan, dan aspirasi Anda. Pendapat dan saran Saudara akan sangat berarti bagi terciptanya materi pembelajaran Listening berbasis film clips yang baik dan sesuai.

Terimakasih atas kesediaan Saudara mengisi angket ini. Isian Saudara dijamin kerahasiaannya, tidak akan mempengaruhi nilai/hasil yang dikeluarkan, dan hanya akan dipakai untuk keperluan pengembangan materi pembelajaran Listening berbasis film clips.

PETUNJUK PENGISIAN

Lingkarilah huruf a, b, c, atau huruf-huruf lainnya di bawah ini sesuai dengan kondisi diri Anda pada saat ini. Jawaban yang dipilih dapat lebih dari satu. Jika terdapat jawaban lainnya yang belum tertera dalam pilihan jawaban, tuliskan pada titik-titik di bawahnya dengan singkat dan jelas.

I. TARGET NEEDS

A. *Necessities*

1. Pilihlah sub-keterampilan Listening berikut ini yang **PERLU** Anda kuasai dalam Listening? (**pilihan bisa lebih dari satu**)
 - a. Mengidentifikasi topik utama
 - b. Mengidentifikasi informasi detail dari teks yang diperdengarkan
 - c. Menarik kesimpulan dari teks yang diperdengarkan
 - d. Membuat inferensi dari teks yang diperdengarkan
 - e. Merangkum teks yang diperdengarkan
 - f. Menyusun kembali teks yang diperdengarkan
 - g. Membuat evaluasi tentang teks yang diperdengarkan
 - h. Mengapresiasi teks yang telah diperdengarkan
 - i. Mengungkapkan kembali (*paraphrasing*) teks yang telah diperdengarkan
 - j. Lain-lain (tuliskan)

.....

B. *Lacks*

2. Pilihlah sub-keterampilan Listening berikut ini yang **BELUM** Anda kuasai? (**pilihan bisa lebih dari satu**)
 - a. Mengidentifikasi topik utama
 - b. Mengidentifikasi informasi detail dari teks yang diperdengarkan
 - c. Membuat inferensi atau menarik kesimpulan dari teks yang diperdengarkan
 - d. Merangkum teks yang diperdengarkan

- e. Menyusun kembali teks yang diperdengarkan
 - f. Membuat evaluasi tentang teks yang diperdengarkan
 - g. Memahami teks lisan dalam Bahasa Inggris
 - h. Mengapresiasi teks yang telah diperdengarkan
 - i. Mengungkapkan kembali (*paraphrasing*) teks yang telah diperdengarkan
 - j. Lain-lain (tuliskan)
3. Apa yang menyebabkan Anda belum menguasai sub-keterampilan pada no 2 (**Pilihan bisa lebih dari satu**)?
- a. Kurangnya pemahaman tentang arti kalimat-kalimat dalam Bahasa Inggris (kurangnya penguasaan kosakata)
 - b. Pendengaran saya terganggu.
 - c. Sulit membedakan bunyi yang mirip
 - d. Kurangnya pengetahuan pronunciation
 - e. Kurangnya pemahaman terhadap tatabahassa Bahasa Inggris
 - f. Kualitas audio yang diperdengarkan kurang baik
 - g. Kurangnya kesempatan untuk berlatih *listening*
 - h. Audio/teks yang diperdengarkan terlalu cepat
 - i. Audio/teks yang diperdengarkan tidak/kurang pengulangan
 - j. Lain-lain (tuliskan)

C. Wants

4. Topik apa yang perlu dicakup dalam pembelajaran Listening (**Pilihan bisa lebih dari satu**)?
- a. *Social life* (misal *self introduction, telephoning, TV program, radio broadcast*, dan *shopping*)
 - b. *Academic life* (misal *class schedule* dan *homework*)
 - c. *Working environment* (misal *business call, hotel reservation*, dan *meeting cancellation*)
 - d. Lain-lain (tuliskan)
-
5. Sumber materi (input) sebaiknya bersumber
- a. Dari satu macam sumber saja
 - b. Dari berbagai sumber, misal dari berbagai buku dan audio atau video yang berbeda
6. Jenis sumber materi (input) sebaiknya berasal dari (**pilihan bisa lebih dari satu**)
- a. Film kartun/animasi
 - b. Iklan
 - c. Film non kartun/animasi
 - d. *Documentaries* (misal dari *National Geographic Channel*)
 - e. *News broadcasts*
 - f. *Talkshows*
 - g. *Home-made/non-commercial videos* yang diupload di internet (missal di Youtube)
 - h. Lain-lain (tuliskan).....
-

7. Konten budaya yang dimuat dalam materi sebaiknya
 - a. Budaya Inggris (budaya Negara-negara yang berbahasa Inggris sebagai bahasa pertama / *English speaking countries*)
 - b. Budaya Indonesia / nusantara
 - c. Budaya dari berbagai negara di dunia (termasuk negara-negara yang bukan *English speaking countries*)
8. Aksen bahasa dalam sumber materi sebaiknya
 - a. *British English*
 - b. *American English*
 - c. *Australian English*
 - d. Bervariasi dari negara *English native speakers* (misal *British*, *American*, dan *Australian English*)
 - e. Bervariasi mencakup dari berbagai negara *English native speakers* dan bukan *English native speakers*
 - f. Lain-lain (tuliskan).....
9. Materi sebaiknya merupakan materi yang
 - a. Otentik (seperti apa adanya, berasal dari *native speaker* dalam kehidupan sehari-hari, kecepatan tidak disesuaikan).
 - b. Dimodifikasi atau diadaptasi untuk disesuaikan dengan kemampuan mahasiswa
 - c. Lain-lain (tuliskan).....
10. Jenis teks apa yang sebaiknya digunakan dalam pembelajaran *Listening*?
 - a. Monolog pendek (misal berita)
 - b. Dialog pendek
 - c. Teks fungsional pendek (iklan, pengumuman, memo, dsb)
 - d. Lain-lain.....
11. Materi apa yang perlu dicakup dalam *Listening*? (**pilihan bisa lebih dari satu**)
 - a. *English sounds, stress, intonation* termasuk *minimal pairs* (sounds yang mirip satu sama lain)
 - b. *Prices and Numbers*
 - c. *Location*
 - d. *How things work*
 - e. *Hobbies and pastimes*
 - f. *Dates and time*

- g. *Spellings* (misal *alphabets, spelling names*)
- h. *Description of people or things*
- i. Lain-lain (tuliskan)

.....
....

II. LEARNING NEEDS

A. Goal

12. Untuk apa Anda mempelajari Listening? (**pilihan bisa lebih dari satu**)
- a. Memenuhi persyaratan Kurikulum Tingkat Satuan Pendidikan
 - b. Agar dapat menguasai keterampilan Listening
 - c. Agar membantu saya menguasai keterampilan-keterampilan dasar dalam memahami wacana lisan sederhana para penutur asli Bahasa Inggris
 - d. Agar membantu saya dalam dunia kerja saya kelak
 - e. Agar membantu saya memahami teks lisan dalam Bahasa Inggris
 - f. Agar dapat mengerjakan tes keterampilan Bahasa Inggris, khususnya Listening section, dengan baik.
 - g. Lain-lain (tuliskan)

.....

B. Input

13. Pada kegiatan *Listening* (menyimak/mendengarkan), saya lebih suka untuk.... (**pilihan bisa lebih dari satu**)
- a. Mengidentifikasi kata – kata kunci
 - b. Mengidentifikasi topik dan tujuan
 - c. Mengidentifikasi kosakata
 - d. Mengidentifikasi setting
 - e. Mengidentifikasi ungkapan
 - f. Menganalisa struktur kalimat
 - g. Memberi respon secara lisan
 - h. Memberi respon secara tertulis
 - i. Menjawab pertanyaan berdasarkan teks lisan dalam bentuk pilihan ganda
 - j. Menjawab pertanyaan berdasarkan teks lisan dalam bentuk isian/essay pendek
 - k. Mendengarkan teks lisan dan mencatat informasi penting
 - l. Mengisi kolom tabel atau diagram berdasarkan teks lisan
 - m. Melengkapi paragraf berdasarkan teks lisan
 - n. Lain – lain (tuliskan)

.....

14. Berapakah durasi teks rekaman yang sesuai untuk teks *listening* (mendengarkan) menurut Anda?
- a. < 2 menit
 - b. 2 – 3 menit
 - c. 3 – 4 menit
 - d. > 4 menit

15. Berapa kali teks rekaman untuk *listening* sebaiknya diputar?

- a. 1
- b. 2
- c. 3

16. Berapa lamakah kira-kira waktu yang Anda perlukan untuk mengerjakan satu *task* (kegiatan) dalam pembelajaran/perkuliahan *listening* secara umum?

- a. < 5 menit
- b. 5 – 10 menit
- c. 10 – 15 menit
- d. Lain-lain (tuliskan)

.....

C. Setting

17. Apakah pembelajaran Listening perlu memakai lab bahasa?

- a. Ya
- b. Tidak

18. Apakah pembelajaran Listening perlu menggunakan LCD?

- a. Ya
- b. Tidak

D. Procedure

19. Pada saat diberikan tugas (task), saya lebih suka jika....**(pilihan bisa lebih dari satu)**

- a. Berdiskusi dan mengerjakannya bersama dengan teman sebangku
- b. Berdiskusi dan mengerjakannya bersama dengan teman-teman sekelompok
- c. Mendapatkan penjelasan dari guru terlebih dahulu dan kemudian mengerjakan tugas tersebut sendiri
- d. Bernegosiasi terlebih dahulu dengan guru dalam menentukan tugas mana yang akan atau harus dikerjakan
- e. Mengerjakan secara individu
- f. Lain-lain (tuliskan)

.....

20. Pada saat mengerjakan tugas-tugas *Listening*, saya lebih suka mengerjakannya secara

(pilihan bisa lebih dari satu)

- a. Individu
- b. Berpasangan dengan teman sebangku
- c. Berkelompok
- d. Lain-lain (tuliskan).....

.....

21. Pilih teknik berikut ini yang perlu diterapkan dalam pembelajaran *Listening*?
(pilihan bisa lebih dari satu)

- a. Diskusi
- b. Ceramah
- c. *Dictation*
- d. Pengelompokan/grouping berbeda (misal *think-pair-share*, *STAD*, ...)
- e. Permainan/Games (misal *Bingo* dan *whispering game*)
- f. *Missing lyrics*
- g. *Task completion*
- h. Kuis (dalam arti: tes untuk menguji penguasaan akan materi tertentu)
- i. *Role-playing*
- j. Lain-lain (tuliskan)

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22. Pilih jenis tugas (*task*) berikut ini yang perlu diterapkan dalam pembelajaran *Listening*? (**pilihan bisa lebih dari satu**)

- a. *Questions and answers*
- b. *Dialog and role plays*
- c. *Matching activities*
- d. *Using gestures*
- e. *Pictures and pictures stories* (misalnya sequencing pictures to tell stories)
- f. *Puzzles and problems*
- g. *Discussions and decisions*
- h. Lainnya (tuliskan).....

.....

23. Untuk kegiatan ***Listening*** (menyimak/mendengarkan), saya lebih suka jika.... (**pilihan bisa lebih dari satu**)

- a. diberikan pengetahuan pedahuluan (*background knowledge*) tentang topic/teks yang akan disimak
- b. dikenalkan kosakata dahulu yang berkaitan dengan teks yang **akan** disimak
- c. diberikan transkrip teks yang **akan** disimak
- d. diberikan struktur kalimat yang berkaitan dengan teks yang **akan** disimak
- e. diberi deskripsi singkat tentang teks
- f. sesekali diberikan teks berupa lirik lagu
- g. sesekali diberi permainan / *listening games*
- h. lainnya (tuliskan)

.....

E. Lecturer role

24. Dalam mengerjakan tugas *Listening* di kelas, saya lebih suka jika guru....(**pilihan bisa lebih dari satu**)

- a. Mengamati proses pengerjaan tugas dari meja guru saja
- b. Berkeliling kelas untuk mengamati proses pengerjaan tugas
- c. Berkeliling dan memberi komentar maupun koreksi langsung terhadap tugas yang dikerjakan
- d. Membahas langsung jawaban tugas pada sesi pertemuan itu juga

- e. Dalam memberi bantuan kepada mahasiswa, terlebih dahulu meminta saya untuk melihat kembali contoh yang pernah diberikan sebelumnya
- f. Dalam memberikan bantuan kepada mahasiswa, guru menjelaskan kembali hal-hal yang dipelajari sebelumnya yang berkaitan dengan kesulitan yang dihadapi siswa
- g. Untuk mengatasi kesulitan yang dihadapi mahasiswa, guru memberi tahu jawaban yang sulit secara spontan
- h. Lain-lain (tuliskan)

.....

25. Apakah peranan guru yang Anda harapkan dalam kegiatan pembelajaran

Listening (**Pilihan bisa lebih dari satu**)?

- a. Memberi penjelasan, instruksi dan model bahasa target
- b. Menjadi fasilitator dan pembimbing yang membantu siswa belajar di kelas
- c. Menjadi pengamat, memberikan kesempatan kepada siswa untuk berdiskusi dan Tanya jawab secara terbuka
- d. Menjadi *motivator*, memberikan saran, kritik, dukungan dan masukan kepada siswa
- e. Lain-lain :
(tuliskan).....

F. Learner role

26. Apakah peranan yang Anda harapkan dalam kegiatan belajar mengajar

Listening (**Pilihan bisa lebih dari satu**)?

- a. Sebagai pendengar sedangkan guru menerangkan di depan kelas
- b. Sebagai pendengar, kemudian melaksanakan apa yang diperintahkan oleh guru
- c. Sebagai partisipan aktif yang merespon penjelasan atau pertanyaan guru
- d. Sebagai partisipan aktif, tidak hanya merespon penjelasan dan pertanyaan guru, tetapi juga memberikan saran, kritik, dan masukan kepada guru
- e. Sebagai partisipan aktif yang terlibat secara langsung dalam kegiatan sosial di kelas baik terhadap guru maupun terhadap teman-teman sekelas
- f. Lain-lain(tuliskan)

.....

27. Tuliskan saran-saran untuk pengembangan materi pembelajaran

Listening berbasis film clips.

≈ Terima Kasih ≈

ANALISIS ANGKET LISTENING BY USING FILM CLIPS

No.	Aspek	Pertanyaan	Opsi	Jumlah	Presentase
1	Necessities	1. Pilihlah sub-keterampilan Listening berikut ini yang PERLU Anda kuasai dalam Listening I? (pilihan bisa lebih dari satu)	a. Mengidentifikasi topik utama dari teks yang diperdengarkan	35	97.22%
			b. Mengidentifikasi informasi pokok (gist) dari teks yang diperdengarkan	32	88.89%
			c. Mengidentifikasi informasi detail dari teks yang diperdengarkan	23	63.89%
			d. Menarik kesimpulan dari teks yang diperdengarkan	33	91.67%
			e. Membuat prediksi dari teks yang diperdengarkan	14	38.89%
			f. Membuat inferensi dari teks yang diperdengarkan	15	41.67%
			g. Merangkum teks yang diperdengarkan	15	41.67%
			h. Menyusun kembali teks yang diperdengarkan	16	44.44%
			i. Membuat evaluasi tentang teks yang diperdengarkan	16	44.44%
			j. Mengapresiasi teks yang telah diperdengarkan	16	44.44%

			k. Mengungkapkan kembali (<i>paraphrasing</i>) teks yang telah diperdengarkan	12	33.33%
			l. Lain-lain		0.00%
2	Lacks	2. Pilihlah sub-keterampilan Listening I berikut ini yang BELUM Anda kuasai? (pilihan bisa lebih dari satu)	a. Mengidentifikasi topik utama	30	83.33%
			b. Mengidentifikasi informasi detail dari teks yang diperdengarkan	32	88.89%
			c. Membuat inferensi atau menarik kesimpulan dari teks yang diperdengarkan	25	69.44%
			d. Merangkum teks yang diperdengarkan	19	52.78%
			e. Menyusun kembali teks yang diperdengarkan	21	58.33%
			f. Membuat evaluasi tentang teks yang diperdengarkan	20	55.56%
			g. Memahami teks lisan dalam Bahasa Inggris	20	55.56%
			h. Mengapresiasi teks yang telah diperdengarkan	15	41.67%
			i. Mengungkapkan kembali (<i>paraphrasing</i>) teks yang telah diperdengarkan	23	63.89%
			j. Lain-lain		0.00%

		3. Apa yang menjadikan Anda belum menguasai sub-keterampilan pada no 2 (Pilihan bisa lebih dari satu)?	a. Kurangnya pemahaman tentang arti kalimat-kalimat dalam Bahasa Inggris (kurangnya penguasaan kosakata)	26	72.22%
			b. Pendengaran saya terganggu.	2	5.56%
			c. Sulit membedakan bunyi yang mirip	30	83.33%
			d. Kurangnya pengetahuan pronunciation	23	63.89%
			e. Kurangnya pemahaman terhadap tatabahasa Bahasa Inggris	15	41.67%
			f. Kualitas audio yang diperdengarkan kurang baik	9	25.00%
			g. Kurangnya kesempatan untuk berlatih <i>listening</i>	20	55.56%
			h. Audio/teks yang diperdengarkan terlalu cepat	23	63.89%
			i. Audio/teks yang diperdengarkan tidak/kurang pengulangan	20	55.56%
			j. Lain-lain (Sulit memahami ketika kata satu disambung dengan kata berikutnya)	1	2.78%

3	Wants	4. Topik apa yang perlu dicakup dalam pembelajaran Listening I (Pilihan bisa lebih dari satu)?	a. <i>Social life</i> (misal <i>self introduction, telephoning, TV program, radio broadcast</i> , dan <i>shopping</i>)	36	100.00%
			b. <i>Academic life</i> (misal <i>class schedule</i> dan <i>homework</i>)	27	75.00%
			c. <i>Working environment</i> (misal <i>business call, hotel reservation</i> , dan <i>meeting cancellation</i>)	30	83.33%
			d. Lain-lain (daily life)	1	2.78%
					0.00%
					0.00%
					0.00%
		5. Sumber materi (input) sebaiknya bersumber	a. Dari satu macam sumber saja	1	2.78%
			b. Dari berbagai sumber, misal dari berbagai buku dan audio atau video yang berbeda	36	100.00%
		6. Jenis sumber materi (input) sebaiknya bersumber.....	a. Film kartun/animasi	34	94.44%
			b. Iklan	20	55.56%
			c. Film non kartun / animasi	30	83.33%
			d. Documentaries	30	83.33%
			e. News broadcasts	22	61.11%
			f. Talkshows	27	75.00%

			g. <i>Home-made / non-commercial videos yang diupload di internet</i> (misal di Youtube)	22	61.11%
			h. lain lain		0.00%
		7. Konten yang dimuat dalam materi sebaiknya ...	a. Budaya Inggris (budaya negara - negara yang berbahasa Inggris sebagai bahasa pertama/ <i>English speaking countries</i>)	25	69.44%
			b. Budaya Indonesia / nusantara	5	13.89%
			c. Budaya dari berbagai negara di dunia (termasuk negara-negara yang bukan <i>English speaking countries</i>)	27	75.00%
		8. Aksen bahasa dalam sumber materi sebaiknya	a. <i>British English</i>	12	33.33%
			b. <i>American English</i>	8	22.22%
			c. <i>Australian English</i>		0.00%
			d. Bervariasi dari negara English Speaking countries (mial <i>British, American</i> , dan <i>Australian English</i>)	25	69.44%
			e. Bervariasi mencakup dari berbagai negara <i>English speaking countries</i> dan bukan <i>English Speaking Countries</i>	3	8.33%

			f. Lain-lain		0.00%
		9. Materi sebaiknya merupakan materi yang	a. Otentik (seperti apa adanya, berasal dari <i>native speaker</i> dalam kehidupan sehari-hari, kecepatan tidak disesuaikan).	13	36.11%
			b. Dimodifikasi atau diadaptasi untuk disesuaikan dengan kemampuan siswa	29	80.56%
			c. Lain-lain		0.00%
					0.00%
		10. Jenis teks apa yang sebaiknya digunakan dalam pembelajaran <i>Listening I</i> ?	a. Monolog pendek (misal berita)	29	80.56%
			b. Dialog pendek (misal film, TV series)	36	100.00%
			c. Teks fungsional pendek (iklan, pengumuman, memo, dsb)	28	77.78%
			d. Lain-lain		0.00%
		11. Materi apa yang perlu dicakup dalam Listening ? (pilihan bisa lebih dari satu)	a. <i>English sounds, stress, intonation</i> termasuk <i>minimal pairs</i> (<i>sounds</i> yang mirip satu sama lain)	36	100.00%
			b. <i>Prices and Numbers</i>	25	69.44%
			c. <i>Location</i>	23	63.89%
			d. <i>How things work</i>	22	61.11%

			<i>e. Hobbies and pasttimes</i>	25	69.44%
			<i>f. Dates and Time</i>	27	75.00%
			<i>g. Spellings (misal alphabets, spelling names)</i>	26	72.22%
			<i>h. Description of people or things</i>	29	80.56%
			i. Lain-lain (jobs)	1	2.78%
4	Goal	12. Untuk apa Anda mempelajari Listening I? (pilihan bisa lebih dari satu)	a. Memenuhi persyaratan Kurikulum PBI	31	86.11%
			b. Agar dapat menguasai keterampilan Listening	35	97.22%
			c. Agar membantu saya menguasai keterampilan-keterampilan dasar dalam memahami wacana lisan sederhana para penutur asli Bahasa Inggris	33	91.67%
			d. Agar membantu saya dalam dunia kerja saya kelak	31	86.11%
			e. Agar membantu saya memahami teks lisan dalam Bahasa Inggris	32	88.89%
			f. Agar dapat mengerjakan tes keterampilan Bahasa Inggris, khususnya Listening section, dengan baik.	28	77.78%

			g. Lain-lain (agar dapat mengerti cara membaca sesuai intonasi)	1	2.78%
			h. lain-lain (dapat berinteraksi dengan native speaker dengan baik)	1	2.78%
5	Input	13. Pada kegiatan <i>Listening</i> (menyimak/mendengarkan), saya lebih suka untuk.... (pilihan bisa lebih dari satu)	a. Mengidentifikasi kata – kata kunci	25	69.44%
			b. Mengidentifikasi topik dan tujuan	17	47.22%
			c. Mengidentifikasi kosakata	18	50.00%
			d. Mengidentifikasi setting	13	36.11%
			e. Mengidentifikasi ungkapan	18	50.00%
			f. Menganalisa struktur kalimat	3	8.33%
			g. Memberi respon secara lisan	12	33.33%
			h. Memberi respon secara tertulis	16	44.44%
			i. Menjawab pertanyaan berdasarkan teks lisan dalam bentuk pilihan ganda	27	75.00%
			j. Menjawab pertanyaan berdasarkan teks lisan dalam bentuk isian/ <i>essay</i> pendek	8	22.22%

			k. Mendengarkan teks lisan dan mencatat informasi penting	27	75.00%
			l. Mengisi kolom tabel atau diagram berdasarkan teks lisan	10	27.78%
			m. Melengkapi paragraf berdasarkan teks lisan	23	63.89%
			n. Lain-lain		0.00%
		14. Berapakah durasi teks rekaman yang sesuai untuk teks <i>listening</i> (mendengarkan) menurut Anda?	a. < 2 menit	2	5.56%
			b. 2 – 3 menit	30	83.33%
			c. 3 – 4 menit	10	27.78%
			d. > 4 menit		0.00%
		15. Berapa kali teks rekaman untuk <i>listening</i> sebaiknya diputar?	a. 1	1	2.78%
			b. 2	28	77.78%
			c. 3	13	36.11%
		16. Berapa lamakah kira-kira waktu yang Anda perlukan untuk mengerjakan satu <i>task</i> (kegiatan) dalam pembelajaran/perkuliah <i>listening</i> secara umum?	a. < 5 menit	1	2.78%
			b. 5 – 10 menit	18	50.00%
			c. 10 – 15 menit	18	50.00%
			d. Lain-lain (25- 30 menit)	2	5.56%

			e. lain-lain (15-20 menit)	1	2.78%
6	Setting	17. Apakah pembelajaran Listening perlu memakai lab bahasa?	a. Ya	36	100.00%
			b. Tidak		0.00%
		18. Apakah pembelajaran Listening perlu menggunakan LCD?	a. Ya	33	91.67%
			b. Tidak	7	19.44%
7	Procedure	19. Pada saat diberikan tugas (task), saya lebih suka jika.... (pilihan bisa lebih dari satu)	a. Mendapatkan penjelasan dari guru terlebih dahulu sebeum mengerjakan tugas / task	36	100.00%
			b. Bernegosiasi terlebih dahulu dengan guru dalam menentukan tugas mana yang akan atau harus dikerjakan	11	30.56%
			c. Berdiskusi dan mengerjakannya bersama dengan teman sebangku	17	47.22%
			d. Berdiskusi dan mengerjakannya bersama dengan teman-teman sekelompok	22	61.11%
			e. Mengerjakan secara individu	11	30.56%

			f. Lain-lain (terkadang apabila belajar kelompok akan berhasil apabila mereka benar-benar diskusi bukan hanya si A yang mengerjakan ini atau si B yang mengerjakan lainnya namun mengerjakan secara individu itu juga diperlukan agar siswa mandiri.	1	2.78%
		20. Pada saat mengerjakan tugas-tugas Listening, saya lebih suka mengerjakannya secara.... (pilihan bisa lebih dari satu)	a. Individu	17	47.22%
			b. Berpasangan dengan teman sebangku	18	50.00%
			c. Berkelompok	21	58.33%
			d. Lain-lain (sesuai perintah guru)	1	2.78%
					0.00%
		21. Pilih teknik berikut ini yang perlu diterapkan dalam pembelajaran <i>Listening I</i> ? (pilihan bisa lebih dari satu)	a. Diskusi	29	80.56%
			b. Ceramah	6	16.67%
			c. <i>Dictation</i>	9	25.00%
			d. Pengelompokan/ grouping berbeda (misal <i>think-pair-share</i> , <i>STAD</i> , ...)	11	30.56%

			e. Permainan/Games (misal <i>Bingo</i> dan <i>whispering game</i>)	29	80.56%
			f. Missing lyrics	34	94.44%
			g. Task completion	11	30.56%
			h. Kuis (dalam arti : tes untuk menguji penguasaan akan materi tertentu)	15	41.67%
			i. <i>Role-playing</i>	21	58.33%
			j. Penugasan	9	25.00%
			k. Lain-lain		0.00%
		22. Pilih jenis tugas (<i>task</i>) berikut ini yang perlu diterapkan dalam pembelajaran <i>Listening I</i> ? (pii han bisa lebih dari satu)	a. <i>Questions and answers</i> (misal <i>information gap activities</i>)	27	75.00%
			b. <i>Dialog and role plays</i>	26	72.22%
			c. <i>Matching aactivities</i> (misal <i>bingo, split dialogs</i>)	27	75.00%
			d. <i>Communication Strategies</i> (misal <i>paraphrasing, using gestures</i>)	14	38.89%
			e. <i>Picture and picture stories</i> (misal <i>spot the difference, memory test, squencing pictures to tell stories</i>)	24	66.67%
			f. <i>Puzzles and problems</i>	14	38.89%
			g. Discussions and decisions	18	50.00%
			h. lainnya		0.00%

9	Learner Role	23. Untuk kegiatan dalam <i>Listening I</i> , saya lebih suka jika..... (pilihan bisa lebih dari satu)	a. diberikan pengetahuan pendahuluan (<i>background knowledge</i>) tentang topik/teks yang akan disimak	36	100.00%
			b. dikenalkan kosakata dahulu yang berkaitan dengan teks yang akan disimak	13	36.11%
			c. diberikan transkrip teks yang akan disimak	11	30.56%
			d. diberikan struktur kalimat yang akan berkaitan dengan teks yang akan disimak	7	19.44%
			e. diberikan deskripsi singkat tentang teks	14	38.89%
			f. sesekali diberi teks berupa lirik	34	94.44%
			g. sesekali diberi permainan / listening games	34	94.44%
			h. lainnya		0.00%
10	Lecturer Role	24. Dalam mengerjakan tugas (task) <i>Listening I</i> di kelas, saya lebih suka jika guru.... (pilihan lebih dari satu)	a. Mengamati proses pengerjaan tugas dari meja guru saja	9	25.00%
			b. Berkeliling kelas untuk mengamati proses pengerjaan tugas	18	50.00%

			c. Berkeliling dan memberi komentar maupun koreksi langsung terhadap tugas yang dikerjakan	25	69.44%
			d. Membahas langsung jawaban tugas pada sesi pertemuan itu juga	25	69.44%
			e. Dalam memberi bantuan kepada siswa, terlebih dahulu meminta saya untuk melihat kembali contoh yang pernah diberikan sebelumnya	20	55.56%
			f. Dalam memberikan bantuan kepada siswa, guru menjelaskan kembali hal-hal yang dipelajari sebelumnya yang berkaitan dengan kesulitan yang dihadapi siswa	21	58.33%
			g. Untuk mengatasi kesulitan yang dihadapi siswa, guru memberi tahu jawaban yang sulit secara spontan	7	19.44%
			h. Lain-lain (ketika siswa sudah menemui jalan buntu, guru memberi tahu)	1	2.78%
		25. Apakah peranan guru yang Anda harapkan dalam kegiatan perkuliahan Listening I (Pilihan bisa lebih dari	a. Sebagai pusat dari kegiatan perkuliahan di kelas	28	77.78%

		satu)?			
			b. Sebagai fasilitator yang membantu Anda belajar di kelas	33	91.67%
			c. Memberikan kesempatan kepada Anda untuk berdiskusi dan tanya jawab secara terbuka	24	66.67%
			d. Sebagai motivator	31	86.11%
			e. Memberikan tugas-tugas tambahan (enrichment) kepada para siswa		0.00%
			f. Memberikan saran, kritik, dan masukkan kepada siswa		0.00%
			g. Lain-lain		0.00%
		26. Apakah peranan yang Anda harapkan dalam kegiatan belajar mengajar Listening I (Pilihan bisa lebih dari satu)?	a. Sebagai pendengar sedangkan guru menerangkan di depan kelas	24	66.67%
			b. Sebagai pendengar, kemudian melaksanakan apa yang diperintahkan oleh guru	25	69.44%
			c. Sebagai partisipan aktif yang merespon penjelasan atau pertanyaan guru	14	38.89%

			d. Sebagai partisipan aktif, tidak hanya merespon penjelasan dan pertanyaan guru, tetapi juga memberikan saran, kritik, dan masukan kepada guru	19	52.78%
			e. Sebagai partisipan aktif yang terlibat secara langsung dalam kegiatan sosial di kelas baik terhadap guru maupun terhadap teman-teman sekelas		0.00%
			f. Lain-lain		0.00%
11	Saran-saran		a. perlu ditayangkan slide-slide berupa gambar atau video untuk menambah imajinasi dan menarik perhatian siswa		0.00%
			b. memberikan gambar menarik seperti slide atau juga video dan membuat games-games menarik tetapi sekaligus bekajar listening juga (missing lyrics atau story telling)		0.00%
			c. Ruangan Lab kurang wangi		0.00%
			d. Headset yang digunakan di dalam Lab mohon untuk diganti agar lebih jelas		0.00%

		e. Untuk menggunakan fasilitas film clips dari brand yang sudah dikenal, kualitasnya bagus agar menunjang kegiatan belajar mengajar	0.00%
		f. Pembelajaran Listening I sebaiknya menyenangkan dan mampu membuat seluruh siswa aktif di kelas serta mendapatkan pelajaran dari kegiatan di kelas	0.00%
		g. Lebih kreatif dalam memberikan tugas-tugas di modul juga diberikan lebih banyak gambar-gambar	0.00%
		h. memberikan materi per bab setiap pertemuan	0.00%
		i. memberikan penjelasan yang cukup, jadi teori dan praktek seimbang.	0.00%
		j. Sebaiknya gunakan Headset atau Earphone yang nyaman dipakai agar saat mendengar dapat diterima dengan baik	0.00%
		k. pemilihan native speaker yang disesuaikan dengan siswa	0.00%
		l. mengedepankan praktek daripada teori	0.00%

m. apabila menjelaskan suatu instruksi, dijelaskan menggunakan Bahasa Inggris dulu, kemudian Bahasa Indonesia		0.00%
n. lebih terbuka dan lebih sering memberi bonus nilai		0.00%
o. kualitas audio agar lebih jelas diulang duakali pemutaran dan melakukan pembelajaran menggunakan video juga		0.00%
p. we want more games		0.00%
q. film clips dirancang sedemikian rupa sehingga menarik perhatian bagi siswa pada pembelajaran Listening		0.00%
r. suasana pembelajaran tidak tegang		0.00%
s. Sering-sering diberikan materi yang menyenangkan seperti menonton film dan missing lyrics		0.00%
t. menggunakan games dan missing lyrics untuk variasi		0.00%
u. disisipkan games dan menyanyi bersama		0.00%
v. diselingi kuis dan games		0.00%

			w. meggunakan film clips berupa film		0.00%
			x. banyak menggunakan variasi pembelajaran		0.00%

4

COURSE GRID

COURSE GRID

School : SMA N 1 SLEMAN

Subject : English

Class : XI

Semester : 2

Time : 8 x 45' (4 meetings)

Topic : Movies

Standard of Competence :

8. To respond simple, short, functional texts and simple monologue texts in the genres of *narrative, spoof and hortatory* in the context of daily life

Basic of Competence :

8.2 To respond simple, monologue texts accurately, fluently, and acceptably in the genres of *narrative, spoof and hortatory* in the context of daily life

Topic	Learning Objective	Indicators	Teaching Activities	Learning Materials				Assessment
				Text	Language Function	Grammar	Vocabulary Items	
Animation Movie	1. Identifying the generic structure and language features of spoken narrative texts 2. Finding the main idea of the spoken passage.	1. Students are able to identify orientation, complication, and resolution. 2. Students are able to respond to <i>features of the text</i> : the aim of the text, part of	1. Pre-teaching (10 minutes) a. The teacher greets and asks the condition. b. Students pray before following teaching and learning process. c. The teacher checks the attendance list.	<i>Ice Age 4</i>	<i>Expressing Satisfaction and Dissatisfaction</i>	<ul style="list-style-type: none"> Language features of narrative text Simple Past Tense and Passive Voice 	<ul style="list-style-type: none"> Students feel free to take several notes of vocabulary items that they do not understand with subtitle. 	Matching Words, True and False Questions, Note Taking, Writing

	<p>3. Finding the topic of the spoken passage</p> <p>4. Identifying the main point or important information</p> <p>5. Deducing the meaning of unfamiliar lexical items</p>	<p>the texts, and the characteristics of spoken narrative texts.</p> <p>3. Students are able to find the main idea of the spoken passage.</p> <p>4. Students are able to find the topic of spoken passage.</p> <p>5. Students are able to identify the detail information.</p> <p>6. Students are able to deduce the meaning of unfamiliar.</p> <p>7. Students are able to implement <i>note taking</i> strategy to help them in comprehending information in spoken texts.</p>	<p>d. The teacher explains about what <i>film clips</i> is and the purpose of the study.</p> <p>e. The students listen and watch the explanation of the teacher about <i>film clips</i>.</p> <p>f. The students and the teacher discuss together about the materials.</p> <p>2. While-teaching (70 minutes)</p> <p><i>Building Knowledge of the Field</i></p> <p>a. The students are given some following <i>scaffolding questions</i> with some pictures such as:</p> <ul style="list-style-type: none"> - <i>Have you ever watched those kinds of film?</i> - <i>Do you know a film entitled "Ice Age 4"?</i> - <i>What is it about?</i> - <i>Who are the characters?</i> 					
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- b. The students listen and watch film clips entitled “Ice Age 4” (the teacher plays the film for 2-3 times).
- c. The teacher asks students to identify detail information of the film in class group discussions guided by the teacher.
- d. The teacher gives the presentations of the language features of narrative texts about “Ice Age 4” as an example.

Modeling of the Text

- a. The students listen and watch the film clips entitled “Ice Age 4” (the teacher plays the film clips for 1 time).
- b. The teacher explains *viewing technique of film clips* and *note taking* strategy to answer the following questions.

- c. The students listen and watch the film clips again with subtitle. Then, write down several vocabularies that they do not understand in the column.
- d. The students match some words in the column in groups of four.
- e. The students answers some questions of film clips entitled “Ice Age 4” in groups of four guided by the teacher.
- f. The teacher helps the students in answering the questions.

Join Construction of the Text

- a. The students do grammar exercises in groups of four.
- b. The students study expression of satisfaction and dissatisfaction.
- c. The teacher gives some explanations about using *note taking*

strategy to arrange narrative texts.

- d. The students arrange the narrative texts in every scene of the film clips based on their own notes in pairs.

Independent Construction of the Text

- a. The students listen and watch again the film clips entitled “Ice Age 4”.
- b. The teacher asks students to write down the story of “Ice Age 4” by using their own words after taking several notes.
- c. The students write down their own words in the worksheet individually.
- d. The teacher observes and submits the students’ worksheets.

			3. Post-teaching (10 minutes) <ol style="list-style-type: none"> The teacher and students review the materials and teaching and learning process. The teacher gives some reflections to students. The students get the feedback from the teacher. The students get the information about what the next film will be played tomorrow. Pray. 					
Imagination Movie	<ol style="list-style-type: none"> Identifying the <i>generic structure</i> and <i>language features</i> of spoken <i>narrative</i> texts Finding the main idea of the spoken passage Finding the topic of the spoken passage 	<ol style="list-style-type: none"> Students are able to identify orientation, complication, and resolution. Students are able to respond <i>features of the text</i>: the aim of the text, part of the texts, and the characteristics of spoken narrative 	1. Pre-teaching (10 minutes) <ol style="list-style-type: none"> The teacher greets and asks the condition. Students pray before following teaching and learning process. The teacher checks the attendance list. The teacher explains about what <i>film clips</i> is and the purpose of the study. 	<i>Harry Potter and the Chamber of Secrets</i>	<i>Warning, Granting a Request and giving Advice</i>	<ul style="list-style-type: none"> <i>Language features of narrative text</i> <i>Simple Past Tense and Passive Voice</i> 	<i>Students feel free to take several notes of vocabulary items that they do not understand with subtitle.</i>	<i>Matching Words, True and False Questions</i>

	<p>4. Identifying the main point or important information</p> <p>5. Deducing the meaning of unfamiliar lexical items</p>	<p>texts.</p> <p>3. Students are able to find the main idea of the spoken passage.</p> <p>4. Students are able to find the topic of the spoken passage.</p> <p>5. Students are able to identify the detail information.</p> <p>6. Students are able to deduce the meaning of unfamiliar.</p> <p>7. Students are able to implement <i>note taking</i> strategy to help them in comprehending information in spoken texts.</p>	<p>e. The students listen and watch the explanation of the teacher about <i>film clips</i>.</p> <p>f. The students and the teacher discuss together about the materials.</p> <p>2. While-teaching (70 minutes)</p> <p><i>Independent Construction of the Text</i></p> <p>a. The students listen and watch the film clips entitled “Harry Potter and The Chamber of Secrets”.</p> <p>b. The teacher asks students to answer <i>vocabulary</i> and <i>True and False questions</i> by using viewing technique of film clips and note taking strategy.</p> <p>c. The teacher observes and submits the students’ worksheets.</p> <p>d. The students study some expressions such as: <i>Warning, Granting a Request and giving Advice</i>.</p>					
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			3. Post-teaching (10 minutes) <ol style="list-style-type: none"> The teacher and students review the materials and teaching and learning process. The teacher gives some reflections to students The students get the feedback from the teacher The students get the information about what the next film will be played tomorrow. Pray. 					
Fairy Tales	<ol style="list-style-type: none"> Identifying the <i>generic structure</i> and <i>language features</i> of spoken <i>narrative</i> texts Finding the main idea of the spoken passage Finding the topic of the spoken passage Identifying the main point or important 	<ol style="list-style-type: none"> Students are able to identify orientation, complication, and resolution. Students are able to respond <i>features of the text</i>: the aim of the text, part of the texts, and the characteristics of spoken narrative texts. Students are able 	1.Pre-teaching (10 minutes) <ol style="list-style-type: none"> The teacher greets and asks the condition Students pray before following teaching and learning process. The teacher checks the attendance list. The teacher explains about what <i>film clips</i> is and the purpose of the study. The students listen and watch the explanation of 	<i>Shrek and Princess Fiona</i>	<i>Expressing Love</i>	<ul style="list-style-type: none"> <i>Language features of narrative text</i> <i>Simple Past Tense and Passive Voice</i> 	grumpy squatted confronted rescued disgruntled caught turned into	<i>Comprehension Questions</i>

	<p>information</p> <p>5. Deducing the meaning of unfamiliar lexical items</p>	<p>to find the main idea of the spoken passage.</p> <p>4. Students are able to find the topic of the spoken passage.</p> <p>5. Students are able to identify the detail information.</p> <p>6. Students are able to deduce the meaning of unfamiliar.</p> <p>7. Students are able to implement <i>note taking</i> strategy to help them in comprehending information in spoken texts.</p>	<p>the teacher about <i>film clips</i>.</p> <p>f. The students and the teacher discuss together about the materials.</p> <p>2. While-teaching (70 minutes)</p> <p><i>Building Knowledge of the Field</i></p> <p>a. The students are given some following <i>scaffolding questions</i> with some pictures such as:</p> <ul style="list-style-type: none"> - <i>Have you ever watched those kinds of film?</i> - <i>Do you know a film entitled "Shrek and Princess Fiona"?</i> - <i>What is it about?</i> - <i>Who are the characters?</i> <p>b. The students listen and watch film clips entitled "Shrek and Princess Fiona" (the teacher plays the film for 2-3 times)</p>					
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- c. The teacher asks students to identify detail information of the film in class group discussions guided by the teacher.
- d. The teacher gives the presentations of the language features of narrative texts about “Shrek and Princess Fiona” as an example.

Modeling of the Text

- a. The students listen and watch the film clips entitled “Shrek and Princess Fiona” (the teacher plays the film clips for 1 time).
- b. The teacher explains *viewing technique of film clips* and *note taking* strategy to answer the following questions.
- c. The students listen and watch the film clips again with subtitle. Then, write down several vocabularies that they do not understand in the column.

- d. The students match some words in the column in groups of four.
- e. The students answers some questions of film clips entitled “Shrek and Princess Fiona” in groups of four guided by the teacher.
- f. The teacher helps the students in answering the questions.

Join Construction of the Text

- a. The students study expression of love.
- b. The teacher gives some explanations about using *note taking strategy* to arrange narrative texts.
- c. The students arrange the narrative texts in every scene of the film clips based on their own notes in pairs.

			<p><i>Independent Construction of the Text</i></p> <ul style="list-style-type: none"> a. The students listen and watch again the film clips entitled “Shrek and Princess Fiona”. b. The teacher asks students to write down the story of “Shrek and Princess Fiona” by using their own words after taking several notes. c. The students write down their own words in the worksheet individually. d. The teacher observes and submits the students’ worksheets. <p>3. Post-teaching (10 minutes)</p> <ul style="list-style-type: none"> a. The teacher and students review the materials and teaching and learning process. b. The teacher gives some reflections to students c. The students get the feedback from the 					
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			<p>teacher</p> <p>d. The students get the information about what the next film will be played tomorrow.</p> <p>e. Pray.</p>					
Imagination Movie	<ol style="list-style-type: none"> 1. Identifying the <i>generic structure</i> and <i>language features</i> of spoken narrative texts 2. Finding the main idea of the spoken passage 3. Finding the topic of the spoken passage 4. Identifying the main point or important information 5. Deducing the meaning of unfamiliar lexical items 	<ol style="list-style-type: none"> 1. Students are able to identify orientation, complication, and resolution. 2. Students are able to respond <i>features of the text</i>: the aim of the text, part of the texts, and the characteristics of spoken narrative texts. 3. Students are able to find the main idea of the spoken passage. 4. Students are able to find the topic of the spoken passage. 5. Students are able to identify the detail 	<ol style="list-style-type: none"> 1. Pre-teaching (10 minutes) <ol style="list-style-type: none"> a. The teacher greets and asks the condition b. Students pray before following teaching and learning process. c. The teacher checks the attendance list. d. The teacher explains about what <i>film clips</i> is and the purpose of the study. e. The students listen and watch the explanation of the teacher about <i>film clips</i>. f. The students and the teacher discuss together about the materials. 	<i>Ratatouille and Harry Potter and The Chamber of Secrets</i>	<i>Expressing Relief, Pain and Pleasure</i>	<ul style="list-style-type: none"> • <i>Language features of narrative text</i> • <i>Simple Past Temse</i> 	<i>Students feel free to take several notes of vocabulary items that they do not understand with subtitle.</i>	<i>Comprehension Questions</i>

		<p>information.</p> <p>6. Students are able to deduce the meaning of unfamiliar.</p> <p>7. Students are able to implement <i>note taking</i> strategy to help them in comprehending information in spoken texts.</p>	<p>2. While-teaching (70 minutes)</p> <p>a. The students are given some following <i>scaffolding questions</i> with some pictures such as:</p> <ul style="list-style-type: none"> - <i>Have you ever watched those kinds of film?</i> - <i>Do you know a film entitled "Shrek and Princess Fiona"?</i> - <i>What is it about?</i> - <i>Who are the characters?</i> <p>b. The students listen and watch film clips entitled "Ratatouille" (the teacher plays the film for 2-3 times)</p> <p>c. The teacher asks students to identify detail information of the film in class group discussions guided by the teacher.</p> <p>d. The teacher gives the presentations of the language features of narrative texts about "Ratatouille" as an</p>					
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			<p>example.</p> <p><i>Modeling of the Text</i></p> <ol style="list-style-type: none"> The students listen and watch the film clips entitled “Ratatouille” (the teacher plays the film clips for 1 time) The teacher explains <i>viewing technique of film clips</i> and <i>note taking</i> strategy to answer the following questions. The students listen and watch the film clips again with subtitle. Then, write down several vocabularies that they do not understand in the column. The teacher helps the students in answering the questions. <p><i>Join Construction of the Text</i></p> <ol style="list-style-type: none"> The students study <i>Expressing Relief, Pain and Pleasure</i>. 					
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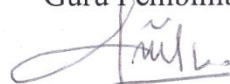
- b. The teacher gives some explanations about using *note taking strategy* to arrange narrative texts.
- c. The students arrange the narrative texts in every scene of the film clips based on their own notes in pairs.

Independent Construction of the Text

- a. The students listen and watch the film clips entitled “Harry Potter and The Chamber of Secrets”.
- b. The teacher asks students to answer comprehension questions.
- c. The students do the comprehension and grammar exercises.
- d. The teacher observes and submits the students’ worksheets.

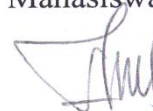
			3. Post-teaching (10 minutes) <ul style="list-style-type: none"> a. The teacher and students review the materials and teaching and learning process. b. The teacher gives some reflections to students c. The students get the feedback from the teacher d. The teacher say thank you for the students after conducting the research. e. Pray. 					
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Guru Pembimbing,



Nanik Puji S., S.Pd.
NIP 1969081619920320013

Mahasiswa Praktikan,



Afif Dwi Cahyanta
NIM 10202244068

LESSON PLANS

Lesson Plan in Cycle 1 Meeting 1

School	:	SMAN 1 SLEMAN
Class	:	XI Social 2
Semester	:	2
Subject	:	English
Text	:	<i>Narrative</i>
Skill	:	Listening
Time Allocation	:	2 x 45 menit (1 kali pertemuan)

A. Standard of Competence

8. To respond simple, short, functional texts and simple monologue texts in the genres of *narrative, spoof and hortatory* in the context of daily life

B. Basic Competence

8.2 To respond simple, monologue texts accurately, fluently, and acceptably in the genres of *narrative, spoof and hortatory* in the context of daily life

C. Indicators

1. Students are able to identify orientation, complication, and resolution
2. Students are able to respond *features of the text*: the aim of the text, part of the texts, and the characteristics of spoken narrative texts.
3. Students are able to find the main idea spoken passage
4. Students are able to find the topic of spoken passage
5. Students are able to identify the detail information
6. Students are able to deduce the meaning of unfamiliar

7. Students are able to implement *note taking* strategy to help them in understanding information in spoken texts.

D. Objectives

1. Identifying the *generic structure* and *language features* of spoken *narrative* texts.
2. Finding the main idea of the spoken passage
3. Finding the topic of the spoken passage
4. Identifying the main point or important information
5. Deducing the meaning of unfamiliar lexical items

E. LEARNING MATERIALS

- *Film clips*
- *Pictures*
- *Language features of narrative text*
- *Simple Past Tense and Passive Voice*

F. TEACHING METHOD

Genre Based Approach

G. TEACHING LEARNING

4. Pre-teaching(10 minutes)

- a. The teacher greets and asks the condition.
- b. Students pray before following teaching and learning process.
- c. The teacher checks the attendance list.

- d. The teacher explains about what *film clips* is and the purpose of the study.
- e. The students listen and watch the explanation of the teacher about *film clips*.
- f. The students and the teacher discuss together about the materials.

5. While-teaching(70 minutes)

Building Knowledge of the Field

- a. The students are given some following *scaffolding questions* with some pictures such as:
 - *Have you ever watched those kinds of film?*
 - *Do you know a film entitled “Ice Age 4”?*
 - *What is it about?*
 - *Who are the characters?*
- b. The students listen and watch film clips entitled “Ice Age 4” (the teacher plays the film for 2-3 times)
- c. The teacher asks students to identify detail information of the film in class group discussions guided by the teacher.
- d. The teacher gives the presentations of the language features of narrative texts about “Ice Age 4” as an example.

Modeling of Text

- g. The students listen and watch the film clips entitled “Ice Age 4” (the teacher plays the film clips for 1 time)
- h. The teacher explains *viewing technique of film clips* and *note taking* strategy to answer the following questions.
- i. The students listen and watch the film clips again with subtitle. Then, write down several vocabularies that they do not understand in the column.
- j. The students match some words in the column in groups of four.
- k. The students answers some questions of film clips entitled “Ice Age 4” in groups of four guided by the teacher.
- l. The teacher helps the students in answering the questions.

Join Construction of the Text

- a. The students do grammar exercises in groups of four
- b. The students study expression of satisfaction and dissatisfaction.
- c. The teacher gives some explanations about using *note taking strategy* to arrange narrative texts.
- d. The students arrange the narrative texts in every scene of the film clips based on their own notes in pairs.

Independent Construction of Text

- e. The students listen and watch again the film clips entitled “Ice Age 4”.
- f. The teacher asks students to write down the story of “Ice Age 4” by using their own words after taking several notes.
- g. The students write down their own words in the worksheet individually.
- h. The teacher observes and submits the students’ worksheets.

6. Post-teaching (10 minutes)

- f. The teacher and students review the materials and teaching and learning process.
- g. The teacher gives some reflections to students
- h. The students get the feedback from the teacher
- i. The students get the information about what the next film will be played tomorrow.
- j. Pray.

H. LEARNING RESOURCES

Youtube.com

Ulead Studio Video 11

Pathway

www.englishexercise.org

I. SCORING RUBRIC

Listening

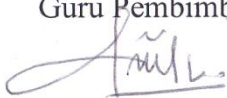
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Scoring System for Listening:

- Total Score = $\frac{\text{Results}}{\text{total correct scores}}$ X 100% = _____

[illegible]

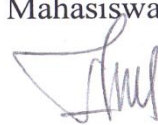
Guru Pembimbing,



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Afif Dwi Cahyanta

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J. ACTIVITIES

MEETING 1

Task 1

Look at the following pictures. Then, answer the questions in the following box based on your knowledge and experience.



Pictures: www.images2.fanpop.com • www.planetposter.com

1. Do you know what pictures those are?
2. Do you like watching movie?
3. Have you ever watched those movies?
4. What movie do you like the most?
5. Can you tell your friend about what theose movies are?

Task 2

Listen and watch the film clips entitled “Ice Age 4 Continental Drift”



Picture: www.englishexercise.org

Task 3

Say it right. Learn the meaning of the following words. Then try to pronounce them.

Movie /'mu:vi/	a series of moving pictures, usually shown in a cinema or on television and often telling a story
Director /daɪ'rek.tə r/	a person who is in charge of a film or play and tells the actors how to play their parts
Premiere /'prem.i.ə ' /	the first public performance of a play or any other type of entertainment
Cast /kɑ:st/	the actors in a film
Cinema /'sɪn.ə.mə/	a theatre where people pay to watch films
Movie review /mu:vi ri'vju:/	a report in a newspaper, magazine, or programme that gives an opinion about a new film

Task 4

Work in a group of four. Listen and watch the film clips again with subtitle. Then, write down several vocabularies that you do not understand in the column below.

Words	Meaning

Words	Meaning

Task 5

In groups of four, pronounce the words in the table below. Then, match these following words.

ever up ●	●expressly
supposed ●	●community
abandoned●	●banished
deliberately●	●wake up
fluffy●	●should
herd●	●soft

Task 6

Read and identify the following explanation.

Narrative

Purpose : To amuse the readers

Text Organization:

- Orientation
(introduce the characters, settings, and the beginning of the story)
- Complication
(sets off a chain of events that influences what will happen in the story)
- A sequence of events
(the characters react to the complication)
- A resolution
(the characters solve the problems created to the complication)
- A Coda
(provides a comment or moral based on what has been learned the story)

Language features:

- Use of sentences
- Use of nouns such as characters and places in the story
- Use of conjunction, e.g. and, then, after, after that.
- The use of relating verbs
(e.g.: was, were, had)
- The use of past tenses
(e.g.: My friend and his group drove on through mountains.
The second tour to Ubud was a very different tour.

Adapted from: Look a Head 2

Past Tense and Past Continuous	
Past Tense	Past Continuous
1. Used to state an event or action in past and has done at that time Example: Justin brought a new car a month ago.	1. State about action which has started and still going on, when another action follow up in a past. Example: They were talking about extreme sports when I met them.
2. Used to state an event or action in past and has known when the time happen it. Example: I watched a good movie last night.	2. State about an event and action which has not done yet when another action has done. Example: I was fixing my car when she came here.
3. Used to state a habit or routines in past Example: His mother told a nice story every night.	3. Used to state two events and actions which happen in a same time. Example: He was studying while I was coming to his house.
4. Used to state an event or action if the action has done Example: If you come to my house, what would you do?	4. Used to state an event or action which happen phase in. Example: The Sun was going down in the west

Task 7

In groups of four, write your own sentences by using these following words to check your understanding about past continuous tense.

1. take a bath – come	
2. eat – play tennis	
3. play volleyball - arrive	
4. watch TV – read a magazine	
5. ill - met	

Task 8

Study the following expression

Expressing Satisfaction and Dissatisfaction**Expressing Satisfaction**

You and your friend just watched a movie. You like the movie very much. It was very interesting and fun. You can express your feeling by saying:

- Oh, I really like ...
- I'm completely satisfied.
- It was satisfactory.
- It was okay. Not too bad.

Expressing Dissatisfactions

The movie you and your friend just watched was awful. You can express your feeling by saying:

- It is disappointing that!
- It is unacceptable.
- This is the limit. I won't take any more of....
- Well, this is most unsatisfactory.
- The movie is a boring.
- It's not as good as I thought.

Task 9

Work in pairs, listen and watch the film clips again. Take several notes for every scene.

Scene 1	
Scene 2	
Scene 3	
Scene 4	
Scene 5	
Scene 6	
Scene 7	
Scene 8	

Task 10

Now, it is your turn to work individually. Write your own story of “Ice Age 4” by using your own words.

[illegible]

Lesson Plan in Cycle 1 Meeting 2

School	:	SMAN 1 SLEMAN
Class	:	XI Social 2
Semester	:	2
Subject	:	English
Text	:	<i>Narrative</i>
Skill	:	Listening
Time Allocation	:	2 x 45 menit (1 kali pertemuan)

A. STANDARD OF COMPETENCE

8. To express simple, short, functional texts and simple monologue texts in the genres of *narrative, spoof and hortatory* in the context of daily life

B. BASIC COMPETENCE

8.2 To respond simple, monologue texts accurately, fluently, and acceptably in the genres of *narrative, spoof and hortatory* in the context of daily life

C. INDICATORS

8. Students are able to identify orientation, complication, and resolution
9. Students are able to respond *features of the text*: the aim of the text, part of the texts, and the characteristics of spoken narrative texts.
10. Students are able to find the main idea of the spoken passage
11. Students are able to find the topic of the spoken passage
12. Students are able to identify the detail information
13. Students are able to deduce the meaning of unfamiliar

14. Students are able to implement *note taking* strategy to help them in understanding information in spoken texts.

D. OBJECTIVES

6. Identifying the *generic structure* and *language features* of spoken *narrative* texts.
7. Finding the main idea of the spoken passage
8. Finding the topic of the spoken passage
9. Identifying the main point or important information
10. Deducing the meaning of unfamiliar lexical items

E. LEARNING MATERIALS

- *Film clips*
- *Pictures*
- *Language features of narrative text*
- *Simple Past Tense and Passive Voice*

F. TEACHING METHOD

Genre Based Approach

G. TEACHING LEARNING

7. Pre-teaching(10 minutes)

- a. The teacher greets and asks the condition.
- b. Students pray before following teaching and learning process.
- c. The teacher checks the attendance list.

- d. The teacher explains about what *film clips* is and the purpose of the study.
- e. The students listen and watch the explanation of the teacher about *film clips*.
- f. The students and the teacher discuss together about the materials.

8. While-teaching(70 minutes)

Independent Construction of Text

- e. The students listen and watch the film clips entitled “Harry Potter and The Chamber of Secrets”.
- f. The teacher asks students to answer *vocabulary* and *True and False questions* by using viewing technique of film clips and note taking strategy.
- g. The students study some expressions such as: *Warning, Granting a Request and giving Advice*
- h. The teacher observes and submits the students’ worksheets.

9. Post-teaching (10 minutes)

- k. The teacher and students review the materials and teaching and learning process.
- l. The teacher gives some reflections to students
- m. The students get the feedback from the teacher
- n. The students get the information about what the next film will be played tomorrow.
- o. Pray.

H. LEARNING RESOURCES

Youtube.com

Ulead Studio Video 11

www.englishexercise.org

I. SCORING RUBRIC

Listening

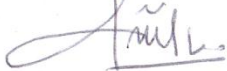
Score benar x 100

10 Scoring System for Listening:

- Total Score = $\frac{\text{Results}}{\text{total correct scores}}$ X 100% = _____

[illegible]

Guru Pembimbing,



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Mahasiswa Praktikan,



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J. ACTIVITIES

MEETING 2

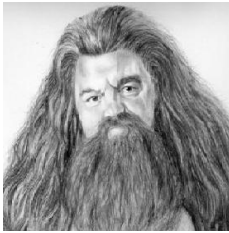
Task 1

Work individually. Fill these following pictures with correct names.

Harry Potter and the Chamber of Secrets

Do you remember their names?





Task 2

Work individually. Complete the table based on the characters on Task 1.

Hero – a person/creature who does good things

Villan – a bad person/creature

HEROES	VILLANS

Task 3

Work individually. Match these following words with the correct characters.

MAGIC VOCABULARY

Who is who?

wizard (a man who does magic)

Dobby

witch (a woman who does magic)

Harry Potter

muggle (a person who can't do magic)

Hermione

house-elf (a creature that serves wizards)

Uncle Vernon

Task 4

Work individually. Match these following words with correct pictures

owl to rescue trunk equal to snap fingers bars to levitate to serve



Task 5

Work Individually. Watch the beginning of the film (10 minutes) and decide if the sentences are T (true) or F (false.)

1. Harry can't do magic at home
2. Uncle Vernon's brother is coming to visit.
3. Aunt Petunia and uncle Vernon want Harry to eat dinner with them.
4. Harry isn't happy to see Dobby.
5. Dobby wants Harry to go back to Hogwarts School of Witchcraft and Wizardry
6. Dobby has a family.
7. Harry's friends didn't write any letters to him.
8. Harry throws a cake at Mrs Mason
9. Weasley brothers rescue Harry.

Task 6

Study the following expressions.

Warning, Granting A Request, and Giving Advice**Warning**

You are walking on the sidewalk. Then, you see a woman is going to cross the street. She does not know there is a bus coming. You can use the expression below to warn her.

- Look out!
- Be careful!
- Watch out!
- Watch out for....
- Mind you don't....

Granting A Request

Your little sister asks you to read a story for her. You can use the following expression to say that you will do what she asks.

- Alright.
- Certainly.
- Right away.
- Of course.
- Sure
- OK

Giving Advice

You and your friend are on your way to a bookstore, but the traffic is very crowded. You are going to tell your friend to take another route. You can use the following expression to tell your friend what to do.

- I think we should
- It might be an idea to
- We'd better

Lesson Plan in Cycle 1 Meeting 3

School	:	SMAN 1 SLEMAN
Class	:	XI Social 2
Semester	:	2
Subject	:	English
Text	:	<i>Narrative</i>
Skill	:	Listening
Time Allocation	:	2 x 45 menit (1 kali pertemuan)

A. Standard of Competence

8. To respond simple, short, functional texts and simple monologue texts in the genres of *narrative, spoof and hortatory* in the context of daily life

B. Basic Competence

8.2 To respond simple, monologue texts accurately, fluently, and acceptably in the genres of *narrative, spoof and hortatory* in the context of daily life

C. Indicators

15. Students are able to identify orientation, complication, and resolution
16. Students are able to respond *features of the text*: the aim of the text, part of the texts, and the characteristics of spoken narrative texts.
17. Students are able to find the main idea of the spoken passage
18. Students are able to find the topic of the spoken passage
19. Students are able to identify the detail information
20. Students are able to deduce the meaning of unfamiliar

21. Students are able to implement *note taking* strategy to help them in understanding information in spoken texts.

D. Objectives

11. Identifying the *generic structure* and *language features* of spoken *narrative* texts.
12. Finding the main idea of the spoken passage
13. Finding the topic of the spoken passage
14. Identifying the main point or important information
15. Deducing the meaning of unfamiliar lexical items

E. LEARNING MATERIALS

- *Film clips*
- *Pictures*
- *Language features of narrative text*
- *Simple Past Tense and Passive Voice*

F. TEACHING METHOD

Genre Based Approach

G. TEACHING LEARNING

10. Pre-teaching(10 minutes)

- a. *Greeting and asking condition*
- b. Students pray before following teaching and learning process.
- c. The teacher checks the attendance list.

- d. The teacher explains about what *film clips* is and the purpose of the study.
- e. The students listen and watch the explanation of the teacher about *film clips*.
- f. The students and the teacher discuss together about the materials.

11. While-teaching(70 minutes)

Building Knowledge of the Field

- e. The students are given some following *scaffolding questions* with some pictures such as:
 - *Have you ever watched those kinds of film?*
 - *Do you know a film entitled “Shrek and Princess Fiona”?*
 - *What is it about?*
 - *Who are the characters?*
- f. The students listen and watch film clips entitled “Shrek and Princess Fiona” (the teacher plays the film for 2-3 times)
- g. The teacher asks students to identify detail information of the film in class group discussions guided by the teacher.
- h. The teacher gives the presentations of the language features of narrative texts about “Shrek and Princess Fiona” as an example.

Modeling of Text

- g. The students listen and watch the film clips entitled “Shrek and Princess Fiona” (the teacher plays the film clips for 1 time)
- h. The teacher explains *viewing technique of film clips* and *note taking* strategy to answer the following questions.
- i. The students listen and watch the film clips again with subtitle. Then, write down several vocabularies that they do not understand in the column.
- j. The students match some words in the column in groups of four.

- k. The students answers some questions of film clips entitled “Shrek and Princess Fiona” in groups of four guided by the teacher.
- l. The teacher helps the students in answering the questions.

Join Construction of the Text

- a. The students study expression of love.
- b. The teacher gives some explanations about using *note taking strategy* to arrange narrative texts.
- c. The students arrange the narrative texts in every scene of the film clips based on their own notes in pairs.

Independent Construction of Text

- e. The students listen and watch again the film clips entitled “Shrek and Princess Fiona”.
- f. The teacher asks students to write down the story of “Shrek and Princess Fiona” by using their own words after taking several notes.
- g. The students write down their own words in the worksheet individually.
- h. The teacher observes and submits the students’ worksheets.

12. Post-teaching (10 minutes)

- p. The teacher and students review the materials and teaching and learning process.
- q. The teacher gives some reflections to students
- r. The students get the feedback from the teacher
- s. The students get the information about what the next film will be played tomorrow.
- t. Pray.

H. LEARNING RESOURCES

Youtube.com

Ulead Studio Video 11

www.englishexercise.com

I. SCORING RUBRIC

Listening

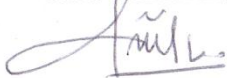
$$\frac{\text{Score benar} \times 100}{10}$$

Scoring System for Listening:

- Total Score = $\frac{\text{Results}}{\text{total correct scores}}$ X 100% = _____

[illegible]

Guru Pembimbing,



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Mahasiswa Praktikan,

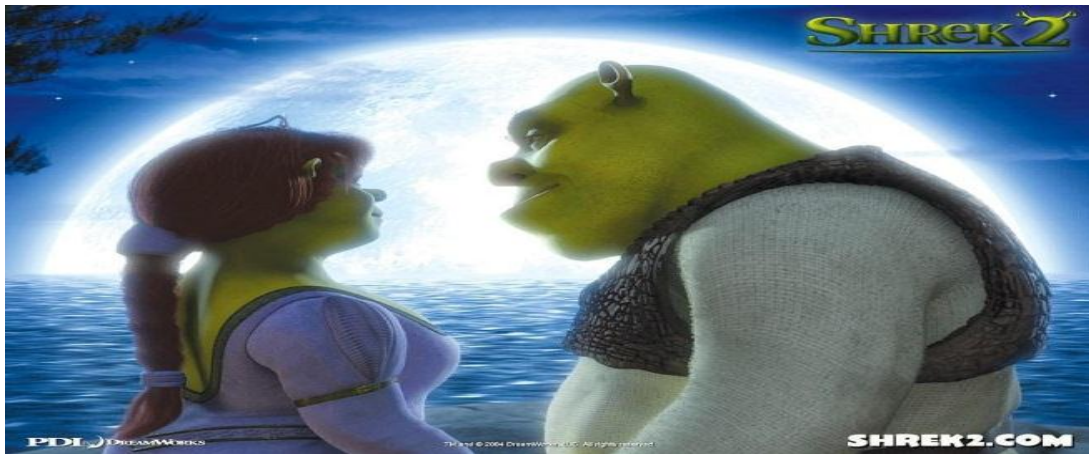


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J. ACTIVITIES**MEETING 3****Task 1**

Listen and watch the film clips entitled Shrek and Princess Fiona.



Task 2

In groups of four, pronounce the words in the table below. Then, match these following words. You may open your dictionary.

grumpy •	•to live in an empty building or area of land without the permission of the owner
squatted •	•easily annoyed and complaining
banished •	•unhappy, annoyed and disappointed about something
Confronted •	•to help someone or something out of a dangerous, harmful or unpleasant situation
rescued •	•to face, meet or deal with a difficult situation or person
Disgruntled •	•to take hold of something, especially something that is moving through the air
Caught •	•to send someone away, especially from their country, and <u>forbid</u>
turned into •	•used when saying what time you usually go home or go to bed at night

Task 3

Study the following expression.

Expressing Love

On the Mother's Day, you want to give a present to your mom. When you give the present, you can tell her how much you love her by saying:

- I love you Mom.
- Thank you for always caring me Mom, I'll always love you.
- In the deepest inside of my heart, I really love you Mom.
- Mother, you are my everything and I'll never stop loving you.

When you like someone very much, you can express your feeling by saying:

- There's nothing that compares with my love for you.
- My life will be not meaningful without your love.
- How crazy I am without your love.
- I cannot stop thinking of you. I love you so much.
- My life is not perfect without you besides me.
- Every human being is created by God in a couple. And I think you are my part.
- I love being together and my togetherness is you.

Task 4

Read and identify the following explanation.

Narrative

Purpose : To amuse the readers

Text Organization:

- Orientation
(introduce the characters, settings, and the beginning of the story)
- Complication
(sets off a chain of events that influences what will happen in the story)
- A sequence of events
(the characters react to the complication)
- A resolution
(the characters solve the problems created to the complication)
- A Coda
(provides a comment or moral based on what has been learned the story)

Language features:

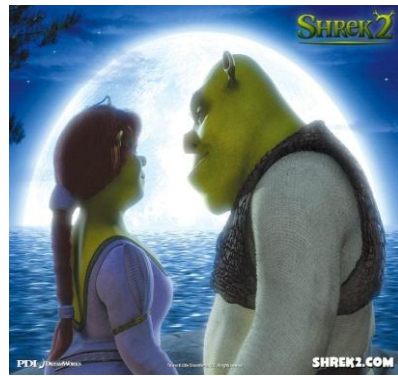
- Use of sentences
- Use of nouns such as characters and places in the story
- Use of conjunction, e.g. and, then, after, after that.
- The use of relating verbs
(e.g.: was, were, had)
- The use of past tenses
(e.g.: My friend and his group drove on through mountains.
The second tour to Ubud was a very different tour.

Adapted from: Look a Head 2

Task 5

In groups of four, listen and watch the film clips again. Take several notes for every scene on these following pictures.





Task 6

Now, it is your turn to work individually. Write your own story of “Shrek and Princess Fiona” by using your own words.

Title : _____

Orientation : _____

Complication : _____

Resolution : _____

Lesson Plan in Cycle 1 Meeting 4

School	:	SMAN 1 SLEMAN
Class	:	XI Social 2
Semester	:	2
Subject	:	English
Text	:	<i>Narrative</i>
Skill	:	Listening
Time Allocation	:	2 x 45 menit (1 kali pertemuan)

A. STANDARD OF COMPETENCE

8. To respond simple, short, functional texts and simple monologue texts in the genres of *narrative, spoof and hortatory* in the context of daily life

B. BASIC COMPETENCE

8.2 To respond simple, monologue texts accurately, fluently, and acceptably in the genres of *narrative, spoof and hortatory* in the context of daily life

C. INDICATORS

22. Students are able to identify orientation, complication, and resolution
23. Students are able to respond *features of the text*: the aim of the text, part of the texts, and the characteristics of spoken narrative texts.
24. Students are able to find the main idea of spoken passage
25. Students are able to find the topic of the spoken passage
26. Students are able to identify the detail information
27. Students are able to deduce the meaning of unfamiliar

28. Students are able to implement *note taking* strategy to help them in understanding information in spoken texts.

D. OBJECTIVES

16. Identifying the *generic structure* and *language features* of spoken *narrative* texts.
17. Finding the main idea of the spoken passage
18. Finding the topic of the spoken passage
19. Identifying the main point or important information
20. Deducing the meaning of unfamiliar lexical items

E. LEARNING MATERIALS

- *Film clips*
- *Pictures*
- *Language features of narrative text*
- *Simple Past Tense and Passive Voice*

F. TEACHING METHOD

Genre Based Approach

G. TEACHING LEARNING

13. Pre-teaching(10 minutes)

- a. *Greeting and asking condition*
- b. Students pray before following teaching and learning process.

- c. The teacher checks the attendance list.
- d. The teacher explains about what *film clips* is and the purpose of the study.
- e. The students listen and watch the explanation of the teacher about *film clips*.
- f. The students and the teacher discuss together about the materials.

14. While-teaching(70 minutes)

- i. The students are given some following *scaffolding questions* with some pictures such as:
 - *Have you ever watched those kinds of film?*
 - *Do you know a film entitled “Ratatouille”?*
 - *What is it about?*
 - *Who are the characters?*
- j. The students listen and watch film clips entitled “Ratatouille” (the teacher plays the film for 2-3 times)
- k. The teacher asks students to identify detail information of the film in class group discussions guided by the teacher.
- l. The teacher gives the presentations of the language features of narrative texts about “Ratatouille” as an example.

Modeling of the Text

- e. The students listen and watch the film clips entitled “Ratatouille” (the teacher plays the film clips for 1 time)
- f. The teacher explains *viewing technique of film clips* and *note taking* strategy to answer the following questions.
- g. The students listen and watch the film clips again with subtitle. Then, write down several vocabularies that they do not understand in the column.
- h. The teacher helps the students in answering the questions.

Join Construction of the Text

- a. The students study *Expressing Relief, Pain and Pleasure*.
- b. The teacher gives some explanations about using *note taking strategy* to arrange narrative texts.
- c. The students arrange the narrative texts in every scene of the film clips based on their own notes in pairs.

Independent Construction of the Text

- e. The students listen and watch the film clips entitled “Harry Potter and The Chamber of Secrets”.
- f. The teacher asks students to answer comprehension questions.
- g. The students do the comprehension and grammar exercises.
- h. The teacher observes and submits the students’ worksheets.

15. Post-teaching (10 minutes)

- u. The teacher and students review the materials and teaching and learning process.
- v. The teacher gives some reflections to students
- w. The students get the feedback from the teacher
- x. The students get the information about what the next film will be played tomorrow.
- y. Pray.

H. LEARNING RESOURCES

Youtube.com

Ulead Studio Video 11

www.englishexercise.org

I. SCORING RUBRIC

Listening

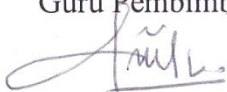
Score benar x 100

10 Scoring System for Listening:

- Total Score = $\frac{\text{Results}}{\text{total correct scores}}$ X 100% = _____

[illegible]

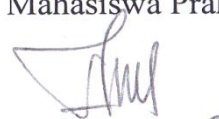
Guru Pembimbing,



Nanik Puji S., S.Pd.

NIP 1969081619920320013

Mahasiswa Praktikan,



Afif Dwi Cahyanta

NIM 10202244068

J. ACTIVITIES**MEETING 1****Task 1**

Listen and watch the film clips entitled “Ratatouille”

**Task 2**

Work in groups of four. Listen and watch the film clips again with subtitle. Then, write down several vocabularies that you do not understand in the column.

Words	Meaning

Task 3

Work in pairs. Listen and watch the film clips again with subtitle. Then, take several notes for every scene.

Scene 1	
Scene 2	
Scene 3	
Scene 4	
Scene 5	
Scene 6	

Task 4

Now, it is your turn to work individually. Watch and listen the beginning of the film clips entitled “*Harry Potter and the Chamber of Secrets*” and answer these following questions.

1. What is Dobby doing when Harry enters his room?
2. Can Dobby say who is planning bad things at Hogwarts?
3. What does Uncle Vernon put on the window?
4. Who comes to rescue Harry? How do they travel?
5. What happens to Uncle Vernon?
6. What day is it?

Task 5

Complete the sentences with the right words.

1. Harry has an called Hedwig.
2. Dobby makes the cake .
3. Ron, Fred and George come to Harry.
4. Harry thinks house-elves and wizards are .
5. Uncle Vernon puts in Harry's window.
6. Dobby to do magic.
7. Harry keeps his school books in a .
8. Dobby must his wizard family.

Task 6

Study the following explanation.

Expressing Relief, Pain, and Pleasure

Expressing Relief

You just watched a news on TV about flood in Jakarta. Then, you called your relatives who lived in Jakarta to check whether they are save. Your relatives said that they are save. You can express your feeling by saying:

- Oh, that's a relief.
- Oh, thank goodness for that.
- Thank heavens!
- What a relief!
- I'm relieved to hear

Expressing Pain

You are helping someone who just got an accident. His/her leg is hurt. You may hear he/she saying:

- Ouch!
- It's hurt!
- I'm not felling well.
- It's killing me!
- It's very painful.

Expressing Pleasure

You just watched news on television that informed the government said that the victims are going to be relocated to a better place. You may express your feelings by saying:

- How marvelous!
- Oh, that's wonderful.
- That's a good news.
- That's the best thing I've heard.
- I'm very delighted.

5

**OBSERVATION
SHEET**

Observation Sheet

Meeting :.....

Date :..... 18 Maret 2019

		SB	B	K	SK
1.	Guru membuka pelajaran dengan baik.	✓			
2.	Guru menyapa peserta didik.	✓			
3.	Guru meminta siswa untuk berdo'a.	✓			
4.	Guru mengecek kondisi dan kehadiran siswa.	✓			
5.	Guru menanyakan kesiapan siswa untuk mengikuti pelajaran.	✓			
6.	Guru membagikan materi <i>film clips</i> yang akan ditontonkan.	✓			
7.	Guru menontonkan film dan mengajarkan teknik note taking.	✓			
8.	Guru meminta siswa untuk mengerjakan latihan berdasarkan film yang ditontonkan.	✓			
9.	Guru mengontrol peserta didik dalam mengerjakan tugas.		✓		
10.	Guru membantu peserta didik yang kesulitan mengerjakan worksheet yang diberikan.	✓			
11.	Guru memberi kesempatan bagi siswa untuk bertanya.	✓			
12.	Guru melakukan review untuk film yang telah ditontonkan.	✓			
13.	Guru membagikan materi yang akan dipelajari pada hari itu.		✓		

14.	Guru memastikan semua siswa mendapatkan lembar materi.		✓		
15.	Guru membahas materi hari itu.	✓			
16.	Guru memperdengarkan cerita (materi) hari itu.	✓			
17.	Guru membahas cerita yang baru ditontonkan	✓			
18.	Guru memperdengarkan kembali cerita yang baru ditontonkan.	✓			
19.	Guru meminta siswa untuk mengerjakan comprehension questions	✓			
20.	Guru meminta siswa mengerjakan dengan menggunakan teknik note taking yang sudah diajarkan	✓			
21.	Guru menilai lembar jawab siswa secara keseluruhan bersama-sama.	✓			
22.	Guru melakukan interview dengan peserta didik untuk mengetahui kesulitan dan kemajuan peserta didik selama proses.	✓			
23.	Guru mengakhiri pelajaran dengan berdoa	✓			
24.	Guru mengucapkan salam penutup.	✓			
25.	Guru mengucapkan terima kasih atas kerja sama seluruh siswa selama proses penelitian.	✓			

Observation Sheet

Meeting : 1 ✓
 Date : 20 Maret 2019

		SB	B	K	SK
1.	Guru membuka pelajaran dengan baik.	✓			
2.	Guru menyapa peserta didik.	✓			
3.	Guru meminta siswa untuk berdo'a.	✓			
4.	Guru mengecek kondisi dan kehadiran siswa.	✓			
5.	Guru menanyakan kesiapan siswa untuk mengikuti pelajaran.	✓			
6.	Guru membagikan materi <i>film clips</i> yang akan ditontonkan.	✓			
7.	Guru menontonkan film dan mengajarkan tehnik note taking.	✓			
8.	Guru meminta siswa untuk mengerjakan latihan berdasarkan film yang ditontonkan.	✓			
9.	Guru mengontrol peserta didik dalam mengerjakan tugas.	✓			
10.	Guru membantu peserta didik yang kesulitan mengerjakan worksheet yang diberikan.	✓			
11.	Guru memberi kesempatan bagi siswa untuk bertanya.	✓			
12.	Guru melakukan review untuk film yang telah ditontonkan.	✓			
13.	Guru membagikan materi yang akan		✓		

	dipelajari pada hari itu.				
14.	Guru memastikan semua siswa mendapatkan lembar materi.	✓			
15.	Guru membahas materi hari itu.	✓			
16.	Guru memperdengarkan cerita (materi) hari itu.	✓			
17.	Guru membahas cerita yang baru ditontonkan	✓			
18.	Guru memperdengarkan kembali cerita yang baru ditontonkan.	✓			
19.	Guru meminta siswa untuk mengerjakan comprehension questions	✓			
20.	Guru meminta siswa mengerjakan dengan menggunakan teknik note taking yang sudah diajarkan	✓			
21.	Guru menilai embar jawab siswa secara keseluruhan bersama-sama.	✓			
22.	Guru melakukan interview dengan peserta didik untuk mengetahui kesulitan dan kemajuan peserta didik selama proses.		✓		
23.	Guru mengakhiri pelajaran dengan berdoa	✓			
24.	Guru mengucapkan salam penutup.	✓			
25.	Guru mengucapkan terima kasih atas kerja sama seluruh siswa selama proses penelitian.	✓			

Observation Sheet

Meeting :.....³
 Date :.....^{25 Maret 2014}

		SB	B	K	SK
1.	Guru membuka pelajaran dengan baik.	✓			
2.	Guru menyapa peserta didik.	✓			
3.	Guru meminta siswa untuk berdo'a.	✓			
4.	Guru mengecek kondisi dan kehadiran siswa.	✓			
5.	Guru menanyakan kesiapan siswa untuk mengikuti pelajaran.	✓			
6.	Guru membagikan materi <i>film clips</i> yang akan ditontonkan.	✓			
7.	Guru menontonkan film dan mengajarkan tehnik note taking.	✓			
8.	Guru meminta siswa untuk mengerjakan latihan berdasarkan film yang ditontonkan.	✓			
9.	Guru mengontrol peserta didik dalam mengerjakan tugas.		✓		
10.	Guru membantu peserta didik yang kesulitan mengerjakan worksheet yang diberikan.	✓			
11.	Guru memberi kesempatan bagi siswa untuk bertanya.	✓			
12.	Guru melakukan review untuk film yang telah ditontonkan.	✓			
13.	Guru membagikan materi yang akan	✓			

	dipelajari pada hari itu.				
14.	Guru memastikan semua siswa mendapatkan lembar materi.	✓			
15.	Guru membahas materi hari itu.	✓			
16.	Guru memperdengarkan cerita (materi) hari itu.	✓			
17.	Guru membahas cerita yang baru ditontonkan	✓			
18.	Guru memperdengarkan kembali cerita yang baru ditontonkan.	✓			
19.	Guru meminta siswa untuk mengerjakan comprehension questions	✓			
20.	Guru meminta siswa mengerjakan dengan menggunakan teknik note taking yang sudah diajarkan	✓			
21.	Guru menilai lembar jawab siswa secara keseluruhan bersama-sama.	✓			
22.	Guru melakukan interview dengan peserta didik untuk mengetahui kesulitan dan kemajuan peserta didik selama proses.	✓			
23.	Guru mengakhiri pelajaran dengan berdoa	✓			
24.	Guru mengucapkan salam penutup.	✓			
25.	Guru mengucapkan terima kasih atas kerja sama seluruh siswa selama proses penelitian.	✓			

Observation Sheet

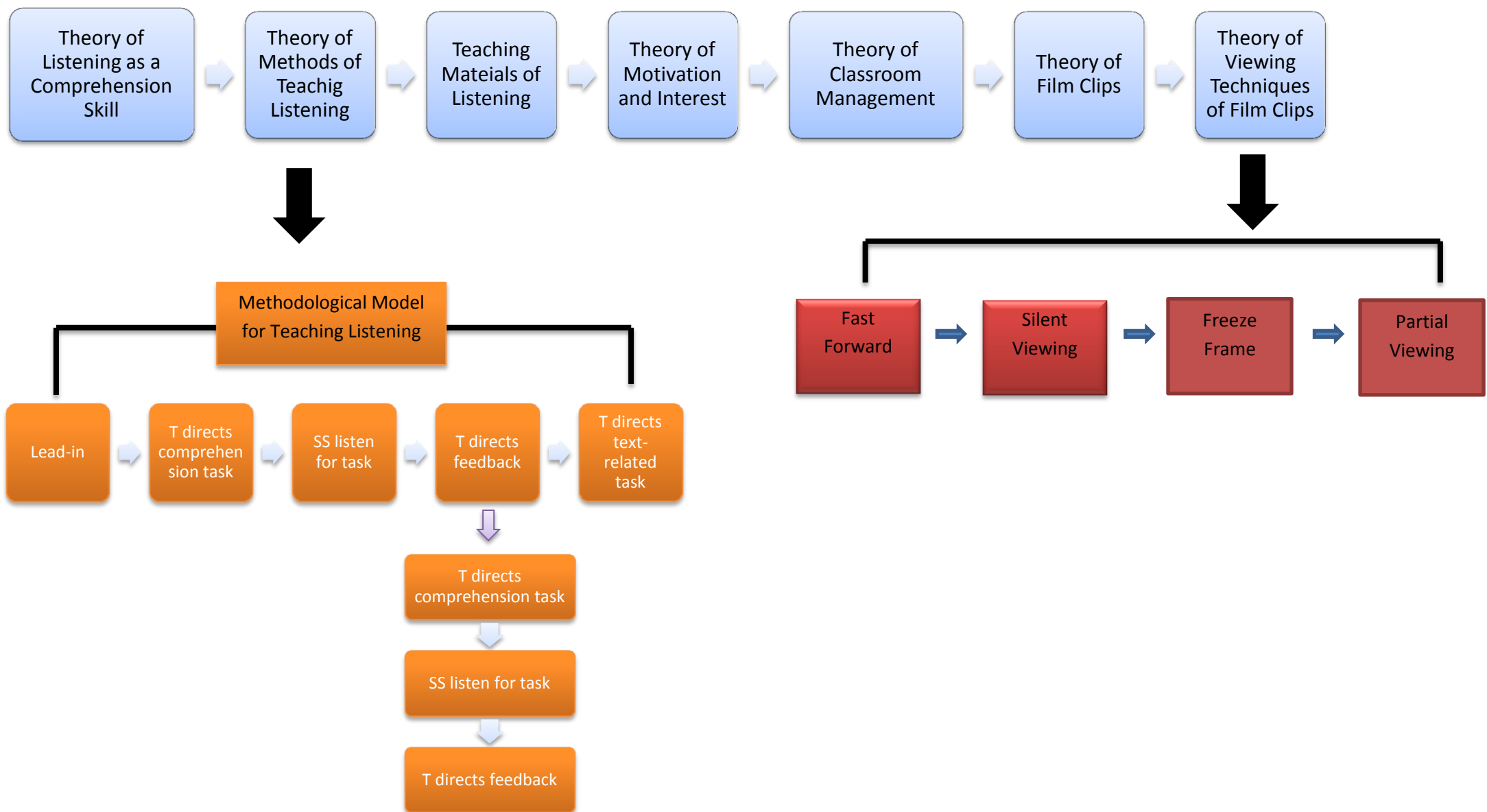
Meeting : 9
 Date : 27 Maret 2014

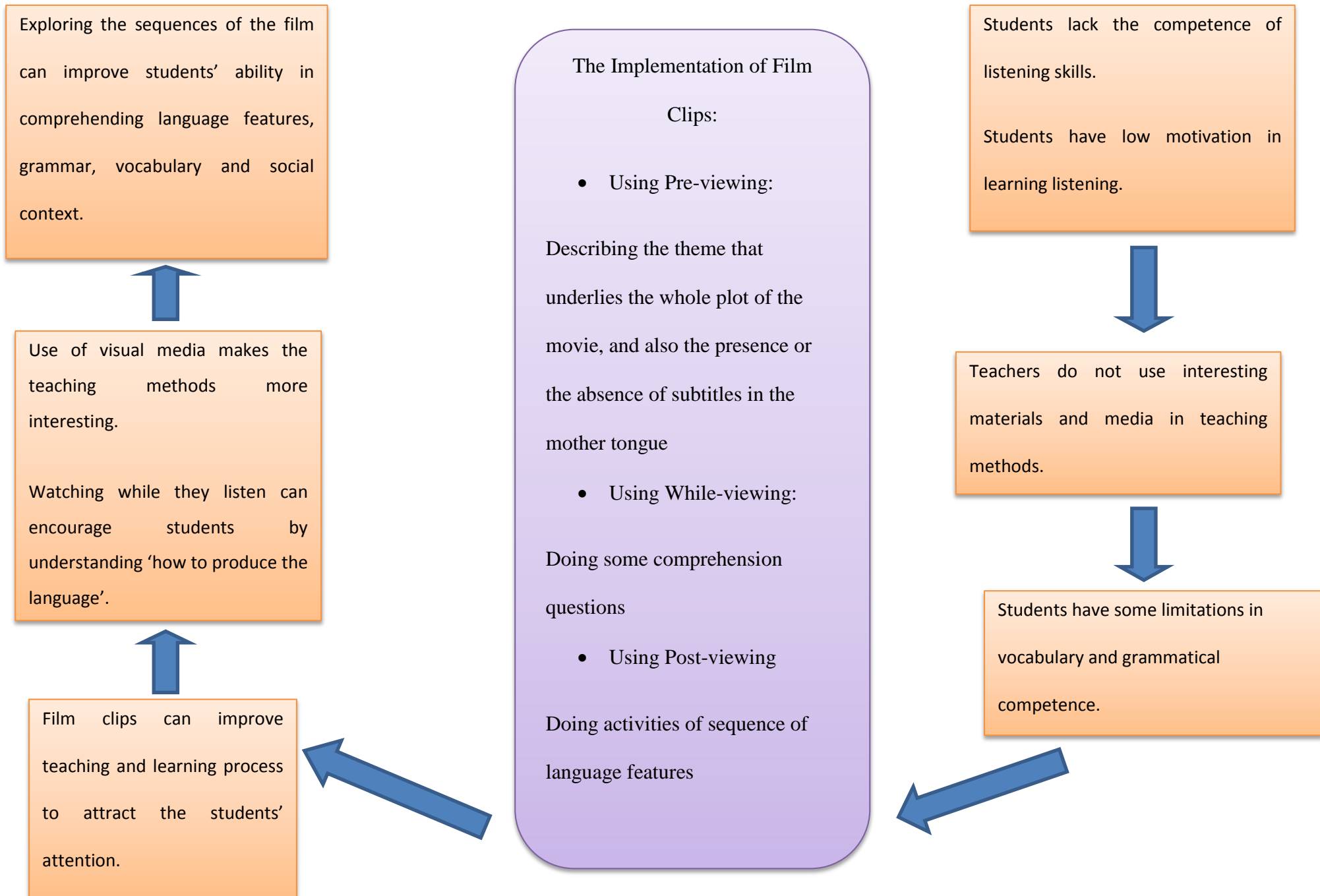
		SB	B	K	SK
1.	Guru membuka pelajaran dengan baik.	✓			
2.	Guru menyapa peserta didik.	✓			
3.	Guru meminta siswa untuk berdo'a.	✓			
4.	Guru mengecek kondisi dan kehadiran siswa.	✓			
5.	Guru menanyakan kesiapan siswa untuk mengikuti pelajaran.	✓			
6.	Guru membagikan materi <i>film clips</i> yang akan ditontonkan.	✓			
7.	Guru menontonkan film dan mengajarkan teknik note taking.	✓			
8.	Guru meminta siswa untuk mengerjakan latihan berdasarkan film yang ditontonkan.	✓			
9.	Guru mengontrol peserta didik dalam mengerjakan tugas.	✓			
10.	Guru membantu peserta didik yang kesulitan mengerjakan worksheet yang diberikan.	✓			
11.	Guru memberi kesempatan bagi siswa untuk bertanya.	✓			
12.	Guru melakukan review untuk film yang telah ditontonkan.	✓			
13.	Guru membagikan materi yang akan		✓		

	dipelajari pada hari itu.				
14.	Guru memastikan semua siswa mendapatkan lembar materi.	✓			
15.	Guru membahas materi hari itu.	✓			
16.	Guru memperdengarkan cerita (materi) hari itu.	✓			
17.	Guru membahas cerita yang baru ditontonkan	✓			
18.	Guru memperdengarkan kembali cerita yang baru ditontonkan.	✓			
19.	Guru meminta siswa untuk mengerjakan comprehension questions	✓			
20.	Guru meminta siswa mengerjakan dengan menggunakan teknik note taking yang sudah diajarkan	✓			
21.	Guru menilai lembar jawab siswa secara keseluruhan bersama-sama.	✓			
22.	Guru melakukan interview dengan peserta didik untuk mengetahui kesulitan dan kemajuan peserta didik selama proses.	✓			
23.	Guru mengakhiri pelajaran dengan berdoa	✓			
24.	Guru mengucapkan salam penutup.	✓			
25.	Guru mengucapkan terima kasih atas kerja sama seluruh siswa selama proses penelitian.	✓			

6

THEORETICAL FRAMEWOK





7

ATTENDANCE LIST OF STUDENTS



PEMERINTAH KABUPATEN SLEMAN
DINAS PENDIDIKAN, PEMUDA DAN OLAH RAGA
SEKOLAH MENENGAH ATAS NEGERI 1 SLEMAN

Jalan Magelang Km. 14 Medari Sleman Yogyakarta Telp. (0274) 868434 Faks. (0274) 867242

Terakreditasi : A

DAFTAR HADIR SISWA TAHUN PELAJARAN 2013-2014

KELAS / SEMESTER : **XI IPS 2**

STANDAR KOMPETENSI / KEMAMPUAN DASAR :

Nomor		Nama	L/P	Daftar Hadir Siswa						
Urut	Induk			Pre Test	1	2	Post Test 1	3	4	Post Test 2
1	10955	Ade Eva Fatmawati	P	✓	✓	✓	✓	✓	✓	✓
2	10958	Ahmad Mazaki	L	✓	✓	✓	✓	✓	✓	✓
3	10961	Aulia Nisa Ardhiani	P	✓	✓	✓	✓	✓	✓	✓
4	10962	Awang Yudhihana	L	✓	✓	✓	✓	✓	✓	✓
5	10963	Bagus Satriati	L	✓	✓	✓	✓	✓	✓	✓
6	10964	Bisri Mustofa	L	✓	✓	✓	✓	✓	✓	✓
7	10965	Bobbi Karkata Pribadi	L	✓	✓	✓	✓	✓	✓	✓
8	10990	Devi Wahyu Fitriani	P	✓	✓	✓	✓	✓	✓	✓
9	10992	Egidia Putri Arimbi Sari	P	✓	✓	✓	✓	✓	✓	✓
10	10993	Elang Mangia Monga Assidig	L	✓	✓	✓	✓	✓	✓	✓
11	10995	Faisal Ardianto Aji Saputra	L	✓	✓	✓	✓	✓	✓	✓
12	10997	Gifaninda Sofiani	P	✓	✓	✓	✓	✓	✓	✓
13	10999	Karen Anjarrian	P	✓	✓	✓	✓	✓	✓	✓
14	11000	Lita Sulistiyani	P	✓	✓	✓	✓	✓	✓	✓
15	11017	Agriza Saputra	P	✓	✓	✓	✓	✓	✓	✓
16	11020	Ani Budi Lestari	P	✓	✓	✓	✓	✓	✓	✓
17	11021	Anisa Dwi Pujiastuti	P	✓	✓	✓	✓	✓	✓	✓
18	11048	Adhitia Yoga Arfiyan	L	✓	✓	✓	✓	✓	✓	✓
19	11051	Ali Akbar	L	✓	✓	✓	✓	✓	✓	✓
20	11052	Alstonya Pandu Herningtyas	L	✓	✓	✓	✓	✓	✓	✓
21	11057	Dyah Ayu Putri Kapindo	P	✓	✓	✓	✓	✓	✓	✓
22	11080	Alysan Ryan Darmawan Sarage	L	✓	✓	✓	✓	✓	✓	✓
23	11081	Anibras Almauzuna	P	✓	✓	✓	✓	✓	✓	✓

24	11082	Arinditya Faratu Indira	P	✓	✓	✓	✓	✓	✓	✓
25	11083	Arkan Aziz Mubarak	L	✓	✓	✓	✓	✓	✓	✓
26	11112	Afrina Widyastuti	P	✓	✓	✓	✓	✓	✓	✓
27	11114	Alfi Nur Latifah	P	✓	✓	✓	✓	✓	✓	✓
28	11115	Anang Haris Fathurohman	L	✓	✓	✓	✓	✓	✓	✓
29	11116	Astri Dewi Puspaningtyas	P	✓	✓	✓	✓	✓	✓	✓
30	11117	Diah Retno Hapsari	P	✓	✓	✓	✓	✓	✓	✓
31	11118	Dion Napoleon	L	✓	✓	✓	✓	✓	✓	✓
32	11109	Yudha Prananda	L	✓	✓	✓	✓	✓	✓	✓
33	11110	Zulian Nafi-G	L	✓	✓	✓	✓	✓	✓	✓
34	11140	Setya Fadhyana	P	✓	✓	✓	✓	✓	✓	✓
35	11141	Tri Wahyuningsih	P	✓	✓	✓	✓	✓	✓	✓
36	11142	Wahyu Pratama Adinegoro	L	✓	✓	✓	✓	✓	✓	✓

Guru Pembimbing,



Nanik Puji S., S.Pd.

NIP 1969081619920320013

Mahasiswa Praktikan,



Afif Dwi Cahyanta

NIM 10202244068

8

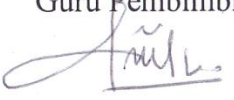
LISTENING TEST SCORE

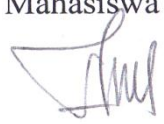
TABULASI DATA PENELITIAN PRE-TEST

SU B- JEC T	NOMOR BUTIR																																			TOTAL	URUTAN	NILAI	URUTAN					
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	F	F	F	F	T	F	T	T	F	T	T	F	F	F	T	T	F	T	T	F	T	T	T	C	B	C	C	B	C	A	B	A	B	A	C					C	A	C	B	B
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2	1	0	0	1	1	1	0	1	1	0	0	0	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	0	0	0	1	0	0	0	1	1	25	25	62.5	62.5
3	1	1	1	1	1	1	1	0	0	1	1	0	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	1	0	0	1	1	1	30	25	75	62.5	
4	0	0	1	1	1	0	1	1	1	0	0	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	1	0	0	1	1	1	28	25	70	62.5	
5	1	1	1	1	1	1	1	0	0	1	1	0	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	1	0	0	1	1	1	30	25	75	62.5	
6	0	1	1	1	1	1	1	1	0	1	1	0	1	0	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	0	1	1	0	28	25	70	62.5	
7	0	0	1	1	1	0	1	1	1	0	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	1	0	0	1	1	1	29	25	72.5	62.5	
8	1	0	0	1	1	1	0	1	1	0	0	0	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	0	0	0	1	0	0	0	1	1	25	25	62.5	62.5
9	0	0	1	1	1	0	1	1	1	0	0	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	1	0	0	1	1	1	28	25	70	62.5	
10	1	1	1	1	1	1	1	0	1	1	1	0	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	1	0	1	1	1	1	32	25	80	62.5	
11	1	0	0	1	1	1	0	1	1	0	0	0	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	0	1	0	0	0	1	0	0	0	1	1	25	25	62.5	62.5	
12	1	0	0	1	1	1	0	1	1	0	0	0	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	0	0	0	1	0	0	0	1	1	25	25	62.5	62.5
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15	1	0	0	1	1	1	0	1	1	0	0	0	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	0	0	0	1	0	0	0	1	1	25	27	62.5	67.5
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17	0	1	1	1	1	1	1	1	0	1	1	0	1	0	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	0	1	1	0	25	28	62.5	70	
18	0	1	1	1	1	1	1	1	0	1	1	0	1	0	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	0	1	1	0	28	28	70	70	
19	0	1	1	1	1	1	1	1	0	1	1	0	1	0	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	0	1	1	0	28	28	70	70		
20	0	1	1	1	1	1	1	1	0	1	1	0	1	0	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	0	1	1	0	28	28	70	70		
21	1	0	0	1	1	1	0	1	1	0	0	0	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	0	1	0	0	0	1	0	0	0	1	1	25	28	62.5	70	
22	1	0	1	0	1	1	1	1	1	0	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	1	0	0	1	1	1	28	28	70	70	
23	0	0	1	1	1	0	1	1	1	0	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	1	0	0	1	1	1	29	28	72.5	70	
24	0	0	1	1	1	1	1	1	0	1	1	0	1	0	0	0	0	0	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	0	0	1	1	0	25	28	62.5	70		

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26	1	1	1	1	1	1	1	1	0	1	1	0	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	0	1	1	1	1	28	28	70	70		
27	1	1	1	1	1	1	1	1	0	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	1	1	0	1	29	29	72.5	72.5		
28	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	28	29	70	72.5		
29	1	0	0	1	1	1	0	1	1	0	0	0	1	1	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	0	0	0	0	1	0	0	0	1	1	25	29	62.5	72.5	
30	1	0	1	0	1	1	1	1	1	0	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	0	1	0	0	1	1	1	28	29	70	72.5		
31	0	1	1	1	1	1	1	1	1	1	0	0	1	0	0	0	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	0	1	0	1	1	0	0	25	30	62.5	75	
32	0	1	1	1	1	1	1	1	1	1	0	0	1	0	0	0	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	0	1	0	1	1	0	0	25	30	62.5	75
33	0	0	1	1	1	0	1	1	1	1	1	0	0	1	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	0	1	0	0	1	1	1	27	30	67.5	75		
34	0	0	1	1	1	0	1	1	1	1	1	0	0	1	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	1	0	0	1	1	1	27	32	67.5	80		
35	0	1	1	1	1	1	1	1	0	1	1	0	1	0	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	0	1	1	0	28	32	70	80				
36	1	1	1	1	1	1	1	0	1	1	1	0	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	1	0	1	1	1	1	32	32	80	80		
Mean																																				27.5		68.68								

Sdi 5.55
= 8

Guru Pembimbing,

Nanik Puji S., S.Pd.
NIP 1969081619920320013

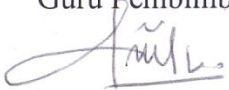
Mahasiswa Praktikan,

Afif Dwi Cahyanta
NIM 10202244068

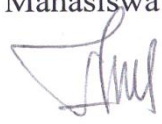
TABULASI DATA PENELITIAN Post-Test 1

SU B- JEC T	NOMOR BUTIR																																				TOTAL	URUTAN	NILAI	URUTAN				
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	F	F	F	F	T	F	T	T	F	T	T	F	F	F	T	T	F	T	T	T	C	B	C	C	B	C	A	B	A	B	A	C	C	A	C	B					B			
1	0	0	1	1	1	0	1	1	1	0	0	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	1	0	0	1	1	1	1	28	25	70	62.5		
2	0	0	1	1	1	0	1	1	0	1	1	0	1	1	0	0	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	0	1	1	1	1	25	25	62.5	62.5		
3	1	1	0	1	1	1	1	1	0	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	0	1	0	1	0	1	1	1	1	1	32	25	80	62.5		
4	1	1	1	1	1	1	1	0	0	1	1	0	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	0	1	0	0	1	0	0	1	0	0	1	1	1	30	27	75	67.5
5	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	0	1	1	1	1	35	27	87.5	67.5		
6	1	0	0	1	1	1	1	1	0	1	1	0	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	1	0	1	1	1	1	31	27	77.5	67.5	
7	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	0	0	1	1	1	0	31	28	77.5	70		
8	0	1	1	1	1	1	1	0	0	1	1	0	1	1	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	0	0	1	1	1	1	29	28	72.5	70		
9	1	1	1	1	1	1	1	0	0	1	1	0	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	0	1	0	0	1	0	0	1	0	0	1	1	1	30	28	75	70
10	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	0	1	0	1	1	34	28	85	70	
11	0	0	1	1	1	0	1	1	0	1	1	0	1	1	0	0	0	1	1	0	0	1	1	0	1	1	0	1	1	0	1	1	0	1	0	1	1	1	1	25	28	62.5	70	
12	0	0	1	1	1	0	1	1	1	0	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	1	0	0	1	0	0	1	1	1	29	29	72.5	72.5
13	1	1	1	1	1	1	1	1	0	1	1	0	1	1	0	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	1	1	1	1	33	29	82.5	72.5	
14	0	0	0	1	1	1	1	1	0	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	0	1	0	1	0	1	1	1	1	30	30	75	75	
15	0	1	1	1	1	1	1	1	0	1	1	0	1	0	0	0	0	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	0	1	1	0	28	30	70	75			
16	1	1	1	1	1	1	1	1	0	1	1	0	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	34	30	85	75		
17	0	1	1	1	1	1	1	1	0	1	1	0	1	0	0	0	0	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	0	1	1	0	28	30	70	75			
18	1	1	1	1	1	1	1	0	0	0	1	0	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	1	0	1	1	1	31	30	77.5	75		
19	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	36	30	90	75	
20	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	1	1	1	35	31	87.5	77.5		
21	0	0	1	1	1	1	1	0	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	1	0	0	1	1	1	30	31	75	77.5			
22	1	0	1	0	1	1	1	1	1	0	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	1	0	0	1	1	1	30	31	75	77.5			
23	0	0	1	1	1	1	1	1	1	1	1	1	0	1	1	0	0	0	1	1	1	1	1	1	1	1	1	1	1	0	0	1	0	0	1	1	1	30	31	75	77.5			
24	0	0	1	1	1	1	1	1	0	1	1	0	1	0	0	0	0	0	1	1	1	1	1	1	1	1	1	0	1	1	0	1	0	1	0	0	1	1	0	25	32	62.5	80	
25	0	1	1	1	1	1	1	1	1	1	0	0	1	0	0	0	1	1	1	1	1	1	0	1	0	1	1	1	1	1	0	1	0	1	0	1	1	0	0	28	32	70	80	

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27	1	1	1	1	1	1	1	1	0	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	1	1	0	1	33	33	82.5	82.5	
28	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	36	33	90	82.5
29	0	1	1	1	1	0	1	0	0	1	1	0	1	1	0	1	0	0	1	1	1	1	1	1	1	1	1	1	0	1	0	0	1	0	1	1	1	1	28	33	70	82.5	
30	1	1	1	1	1	1	1	0	1	1	1	0	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	1	0	1	1	1	1	32	34	80	85	
31	0	1	1	1	1	1	1	0	0	1	1	0	1	1	0	0	0	1	1	1	1	1	0	1	1	1	1	1	0	1	0	0	1	0	0	1	1	1	27	34	67.5	85	
32	0	0	1	1	1	0	1	1	1	1	1	0	0	1	0	0	0	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	1	0	0	1	1	1	27	35	67.5	87.5	
33	1	1	1	1	1	1	1	1	0	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	1	1	0	1	33	35	82.5	87.5		
34	0	1	1	1	1	1	1	0	0	1	1	0	1	1	0	0	0	1	1	1	1	1	0	1	1	1	1	1	0	1	0	0	1	0	0	1	1	1	27	36	67.5	90	
35	1	1	1	1	1	1	1	0	1	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	0	0	1	0	0	1	1	1	31	36	77.5	90	
36	1	1	1	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	36	36	90	90	
Mean																																				30.6		76.389					

Sdi 7.91
= 57

Guru Pembimbing,

Nanik Puji S., S.Pd.
NIP 1969081619920320013

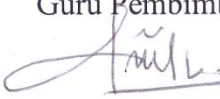
Mahasiswa Praktikan,

Afif Dwi Cahyanta
NIM 10202244068

TABULASI DATA PENELITIAN POST-TEST 2

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	F	F	T	F	T	F	F	T	T	F	T	B	A	B	A	A	C	B	C	A	A	A	C	B	B	C	B	C	A	B	B	A	B	A	C	B				A	B	A	C		
1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	0	1	0	0	1	1	1	1	1	1	1	1	1	0	0	0	1	1	0	29	72.5	72.5		
2	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	37	92.5	75	
3	1	0	1	1	1	1	1	1	0	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	34	85	75		
4	1	0	1	1	1	1	1	1	0	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	35	87.5	75	
5	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	38	95	75		
6	1	0	1	1	1	1	1	1	0	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	33	82.5	75	
7	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	0	35	87.5	77.5	
8	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	34	85	82.5		
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13	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	38	95	87.5	
14	1	0	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	35	87.5	87.5		
15	1	0	1	1	1	1	1	1	1	0	0	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	0	1	0	30	75	87.5		
16	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	39	97.5	87.5		
17	1	0	1	1	1	1	1	1	0	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	35	87.5	87.5	
18	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	0	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	35	87.5	90		
19	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	0	37	92.5	90	
20	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	40	100	90	
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30	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	37	92.5	92.5	
31	1	1	1	0	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	34	85	95		
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33	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	37	92.5	95		
34	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	0	0	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	0	1	0	0	0	30	75	95	
35	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	36	90	97.5	
36	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	36	90	100	
Mea n																																								35	87.5	
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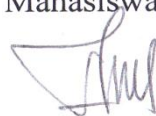
Guru Pembimbing,



Nanik Puji S., S.Pd.

NIP 1969081619920320013

Mahasiswa Praktikan,



Afif Dwi Cahyanta

NIM 10202244068

DAFTAR NILAI BAHASA INGGRIS

Semester : Genap
Th. Pelajaran : 2013/2014

XI S2

NO	NAMA	NARRATIVE TEXT	
		Pre-action	
		Number of Correct Answers	
		General Result	Score
1	Subject 1	25	62,5
2	Subject 2	25	62,5
3	Subject 3	30	75
4	Subject 4	28	70
5	Subject 5	30	75
6	Subject 6	28	70
7	Subject 7	29	72,5
8	Subject 8	25	62,5
9	Subject 9	28	70
10	Subject 10	31	80
11	Subject 11	25	62,5
12	Subject 12	25	62,5
13	Subject 13	30	75
14	Subject 14	29	72,5
15	Subject 15	25	62,5
16	Subject 16	31	80
17	Subject 17	25	62,5
18	Subject 18	28	70
19	Subject 19	28	70
20	Subject 20	28	70
21	Subject 21	25	62,5
22	Subject 22	28	70
23	Subject 23	29	72,5
24	Subject 24	25	62,5
25	Subject 25	25	62,5
26	Subject 26	28	70
27	Subject 27	29	72,5
28	Subject 28	28	70
29	Subject 29	25	62,5
30	Subject 30	28	70
31	Subject 31	25	62,5
32	Subject 32	25	62,5
33	Subject 33	27	67,5
34	Subject 34	27	67,5
35	Subject 35	28	70
36	Subject 36	31	80
Total		986	2472,5
Mean		27,4	68,7

DAFTAR NILAI BAHASA INGGRIS

Semester : Genap
Th. Pelajaran : 2013/2014

XI S2

NO	NAMA	NARRATIVETEXT	
		Post-test 1	
		Number of Correct Answers	
		General Result	Score
1	Subject 1	28	70
2	Subject 2	25	62,5
3	Subject 3	32	80
4	Subject 4	30	75
5	Subject 5	35	87,5
6	Subject 6	31	77,5
7	Subject 7	31	77,5
8	Subject 8	29	72,5
9	Subject 9	30	75
10	Subject 10	34	85
11	Subject 11	25	62,5
12	Subject 12	29	72,5
13	Subject 13	33	82,5
14	Subject 14	30	75
15	Subject 15	28	70
16	Subject 16	34	85
17	Subject 17	28	70
18	Subject 18	31	77,5
19	Subject 19	36	90
20	Subject 20	35	87,5
21	Subject 21	30	75
22	Subject 22	30	75
23	Subject 23	30	75
24	Subject 24	25	62,5
25	Subject 25	28	70
26	Subject 26	33	82,5
27	Subject 27	33	82,5
28	Subject 28	36	90
29	Subject 29	28	70
30	Subject 30	32	80
31	Subject 31	27	67,5
32	Subject 32	27	67,5
33	Subject 33	33	82,5
34	Subject 34	27	67,5
35	Subject 35	31	77,5
36	Subject 36	36	90
Mean		30	76,4

DAFTAR NILAI BAHASA INGGRIS

Semester : Genap
Th. Pelajaran : 2013/2014

XI S2

NO	NAMA	NARRATIVE TEXT	
		Post-test 2	
		Number of Correct Answers	
		General Result	Score
1	Subject 1	29	72,5
2	Subject 2	37	92,5
3	Subject 3	34	85
4	Subject 4	35	87,5
5	Subject 5	38	95
6	Subject 6	33	82,5
7	Subject 7	35	87,5
8	Subject 8	34	85
9	Subject 9	38	95
10	Subject 10	34	85
11	Subject 11	30	75
12	Subject 12	31	77,5
13	Subject 13	38	95
14	Subject 14	35	87,5
15	Subject 15	30	75
16	Subject 16	39	97,5
17	Subject 17	35	87,5
18	Subject 18	35	87,5
19	Subject 19	37	92,5
20	Subject 20	40	100
21	Subject 21	36	90
22	Subject 22	36	90
23	Subject 23	36	90
24	Subject 24	37	92,5
25	Subject 25	30	75
26	Subject 26	37	92,5
27	Subject 27	36	90
28	Subject 28	38	95
29	Subject 29	37	92,5
30	Subject 30	37	92,5
31	Subject 31	34	85
32	Subject 32	30	75
33	Subject 33	37	92,5
34	Subject 34	30	75
35	Subject 35	36	90
36	Subject 36	36	90
Mean		35	87,5

9

LISTENING COMPREHENSION PERFORMANCE BAND SCORE CRITERIA

Listening Comprehension Performance Band Score Criteria

Band Score	Score Criteria
10-20	<p>Very Limited Listener</p> <p>Demonstrates very limited comprehension</p> <p>take some meaning from individual words</p> <p>overall understanding is sketchy and random</p>
30	<p>Limited Listener</p> <p>Demonstrate limited and inconsistent comprehension</p> <p>makes sense of some sections by guessing</p> <p>overall understanding is limited</p>
40	<p>Marginally Competent Listener</p> <p>Demonstrates uneven comprehension</p> <p>is able to identify the meaning of some unfamiliar terms</p> <p>overall understanding is restricted</p>
50	<p>Competent but Limited Listener</p> <p>Demonstrates somewhat limited comprehension</p> <p>is able to process most sections for general ideas, but misses or misinterprets specific details for time to time</p> <p>overall understanding is still somewhat restricted</p>
60	<p>Competent Listener</p> <p>is able to understand information regarding both main ideas and supporting details</p> <p>may lack some flexibility and miss some information</p> <p>compensates at time for missed information by drawing an overall understanding of what is being said</p>
70	<p>Adept Listener</p> <p>is able to understand with apparent ease</p> <p>compensates strategically for unfamiliar vocabulary or terminology</p> <p>overall understanding is flexible and consistent</p>
80-90	<p>Expert Listener</p> <p>Demonstrates comprehension of lectures which is equals to that of experienced of academic listener</p> <p>Understands both main ideas and supporting details with ease</p> <p>is fully engaged by and interacts with the information being presented</p>

Anckar, Joanna, 2011: *Assessing Foreign Language Listening Comprehension*, New York, Routledge Taylor and Francis.

10

STUDENTS’ WORKSHEETS

Name : Lita Sulistiyani
 Class : XI IPS 2
 Student's number : 14

Activities in Cycle 1 Meeting 1

Task 5

In groups of four, pronounce the words in the table below. Then, match these following words.

ever up •	•expressly
supposed •	•community
abandoned •	•banished
deliberately •	•wake up
fluffy •	•should
herd •	•soft

Task 7

In groups of four, write your own sentences by using these following words to check your understanding about past continuous tense.

1. take a bath – come	When I was taking a bath, she came.
2. eat – play tennis	When I ate ate, they were playing tennis.
3. play volleyball – arrive	When I was playing volley ball, Dinda arrived.
4. watch TV – read a magazine	My father watched TV when I was reading a magazine
5. ill – met	When I was ill, Dinda met with another boy.

Task 9

Work in pairs, listen and watch the film clips again. Take several notes for every scene.

Scene 1	Mang became over protective about his teenage daughter Peaches going to the fellas to see a teenage mammoth called Ethan.
Scene 2	Mang got stuck on a floating iceberg with Sid and Diego.
Scene 3	Mang and his friend were captured by a group of pirates, led by a Gigantopithecus named Captain Gutt.
Scene 4	Shira was separated by a group of pirates and rescued by Mang.
Scene 5	Shira joined again with the pirates
Scene 6	The herd reached an island and when they arrived Shira escaped.
Scene 7	The herd found the way home. Captain Gutt attacked the herd. But, the herd won.
Scene 8	Finally, the herd found a beautiful new continent.

Task 10

Now, it is your turn to work individually. Write your own story by using your own words.

Title : Ice Age 4

Orientation : Many became over protective about his teenage daughter Peaches going to the fells to see a teenage mammoth called Ethan.

Complication : Many got stuck on a floating iceberg with Sid and Diego. Then, they were captured by a group of pirates, led by a Gigantopithecus named Captain Gutt. After that, they found Shira who were a member of the pirates was separated from her group and rescued by Manny. Then, Shira joined again with the pirates. The herd reached an island and when they arrived Shira escaped. The herd found the way home. But, Captain Gutt attacked the herd. But, the herd won.

Resolution : Finally the herd found a beautiful New Continent.

Activities in Cycle 1 Meeting 2

Task 1

Work individually. Fill these following pictures with correct names.

Harry Potter and the Chamber of Secrets

Do you remember their names?



Malfoy



Aunt Petunia

Professor
Dumbledore

Dursley



Dobby

Harry
Potter

Uncle Vernon



Hermione

Severus
Snape

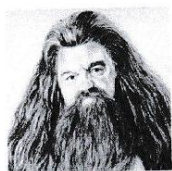
Ron Weasley



Voldemort



Lucius Malfoy



Hagrid



McGonagall

Task 2

Work individually. Complete the table based on the characters on Task 1.

Hero – a person/creature who does good things

Villan – a bad person/creature

HEROES	VILLANS
Harry Potter Professor Dumbledore Hermione Ron Weasley Severus Snape Hagrid McGonagall Dobby	Malfoy Aunt Petunia Dursley Dobby Uncle Vernon Voldemort Lucius Malfoy

Task 3

Work individually. Match these following words with the correct characters.

MAGIC VOCABULARY

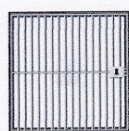
Who is who?

wizard (a man who does magic)	—	Dobby
witch (a woman who does magic)	—	Harry Potter
muggle (a person who can't do magic)	—	Hermione
house-elf (a creature that serves wizards)	—	Uncle Vernon

Task 4

Work individually. Match these following words with correct pictures

owl to rescue trunk equal to snap fingers bars to levitate to serve



bars



to levitate



owl



to serve



to snap fingers



trunk



to rescue



equal

Task 5

Work Individually. Watch the beginning of the film (10 minutes) and decide if the sentences are T (true) or F (false.)

1. Harry can't do magic at home T
2. Uncle Vernon's brother is coming to visit. T
3. Aunt Petunia and uncle Vernon want Harry to eat dinner with them. F
4. Harry isn't happy to see Dobby. T
5. Dobby wants Harry to go back to Hogwarts School of Witchcraft and Wizardry F
6. Dobby has a family. T
7. Harry's friends didn't write any letters to him. F
8. Harry throws a cake at Mrs Mason F
9. Weasley brothers rescue Harry. T

Name : *Alfi Nur Latifah*
 Class : *XI IPS 2*
 Student's number : *29*

Activities in Cycle 2 Meeting 1

Task 2

In groups of four, pronounce the words in the table below. Then, match these following words. You may open your dictionary.

grumpy	• to live in an empty building or area of land without the permission of the owner
squatted	• easily annoyed and complaining
banished	• unhappy, annoyed and disappointed about something
confronted	• to help someone or something out of a dangerous, harmful or unpleasant situation
rescued	• to face, meet or deal with a difficult situation or person
disgruntled	• to take hold of something, especially something that is moving through the air
caught	• to send someone away, especially from their country, and forbid
turned into	• used when saying what time you usually go home or go to bed at night

Task 5

In groups of four, listen and watch the film clips again. Take several notes for every scene on these following pictures.



Shrek was a grumpy and ugly ogre. He lived peacefully in a swamp.



One day, he found his swamp had been squatted by a mass of creatures.



Accompanied by Donkey, He rescued Princess Fiona.



He faced the dragon with the Donkey.



Dragon loved Donkey



Fiona turned into an ugly
ogre after sunset.



Shrek took Princess
Fiona from Lord
Farquaad.



Shrek and Princess Fiona
loved each other and they
were happily ever after.

Task 6

Now, it is your turn to work individually. Write your own story by using your own words.

Title : Shrek and Princess Fiona

Orientation : Shrek was a grumpy, smelly, and ugly ogre. He lived peacefully in a swamp. He suddenly found his swamp had been squatted by many creatures.

Complication : Accompanied by Donkey, Shrek rescued Princess Fiona from the dragon. They faced the dragon. Then, the dragon loved Donkey. After rescuing Princess Fiona, Shrek knew Princess Fiona became an ugly ogre. Shrek took Princess Fiona from Lord Farquaad.

Resolution : Finally, Shrek successfully took Princess Fiona and his swamp back. Then, they lived happily ever after.

Activities in Cycle 2 Meeting 2

Task 4

Now, it is your turn to work individually. Watch and listen the beginning of the film clips entitled "*Harry Potter and the Chamber of Secrets*" and answer these following questions.

1. What is Dobby doing when Harry enters his room?

Dobby is jumping on the bed.

2. Can Dobby say who is planning bad things at Hogwarts?

No, he can't.

3. What does Uncle Vernon put on the window?

Uncle Vernon put some traps.

4. Who comes to rescue Harry? How do they travel?

Mon's family. They travel by flying car.

5. What happens to Uncle Vernon?

He was very angry.

6. What day is it?

Sunday.

Task 5

Complete the sentences with the right words.

1. Harry has an owl called Hedwig.
2. Dobby makes the cake levitate.
3. Ron, Fred and George come to rescue Harry.
4. Harry thinks house-elves and wizards are equal.
5. Uncle Vernon puts bars in Harry's window.
6. Dobby snaps fingers to do magic.
7. Harry keeps his school books in a trunk.
8. Dobby must serve his wizard family.

72.5

PRE-TEST AND POST-TEST 1

LISTENING TEST

Name : Bobbi Farfata Rribadi
 Student's number : 7
 Class : XI IPS 2

Task 1

Listen and watch the film clips entitled "Ice Age 4". Then, decide whether the following statements are true or false based on your understanding. Circle the correct answer.

1. Manny became over-protective about his teenage daughter named Sid going to the falls to see a teenage mammoth called Granny.	<input checked="" type="radio"/> T / <input type="radio"/> F
2. Manny was a loose easy parent.	<input checked="" type="radio"/> T / <input type="radio"/> F
3. Peaches listened to her father.	<input checked="" type="radio"/> T / <input type="radio"/> F
4. Manny and his friends were captured by a group of mammals, led by a Gigantopithecus named Captain Diego along with his first mate, a female saber-toothed cat named Shira.	<input type="radio"/> T / <input checked="" type="radio"/> F
5. Manny and his herd were taken by a monkey pirate.	<input checked="" type="radio"/> T / <input type="radio"/> F
6. Ellie protected her husband from the Pirates	<input checked="" type="radio"/> T / <input type="radio"/> F
7. Manny refused to join with Captain Gut to be their crew.	<input type="radio"/> T / <input checked="" type="radio"/> F
8. Gutt and the pirates were separated from Shira, and the pirate crew worried about her, but Gutt left her for dead. Meanwhile, Shira got rescued by the herd.	<input checked="" type="radio"/> T / <input type="radio"/> F

9. Diego hate Shira and he wanted to kill Shira	<input checked="" type="radio"/> T <input type="radio"/> F
10. The herd saved the tigress.	<input checked="" type="radio"/> T <input type="radio"/> F
11. Shira later escaped and rejoined the pirates, but found herself being berated and called a failure by Gutt for not trying to kill the herd and as punishment, he relieved her of her position while giving it to Squint.	<input checked="" type="radio"/> T <input type="radio"/> F
12. The herd put the plan into action but they were not successfully to take the ship.	<input checked="" type="radio"/> T <input type="radio"/> F
13. Peaches went to the ocean to look for her father	<input checked="" type="radio"/> T <input type="radio"/> F
14. Manny decided to build a ship.	<input checked="" type="radio"/> T <input type="radio"/> F
15. Manny found the way home.	<input checked="" type="radio"/> T <input type="radio"/> F
16. Shira captured Diego, he told her she should join Manny and the herd	<input checked="" type="radio"/> T <input type="radio"/> F
17. Captain Gutt is a happy monkey.	<input checked="" type="radio"/> T <input type="radio"/> F
18. Captain Gutt had Manny's family.	<input checked="" type="radio"/> T <input type="radio"/> F
19. To be accepted in Ethan's community, Peaches said she was not friend with Louis.	<input checked="" type="radio"/> T <input type="radio"/> F
20. Louis rescued Captain Gutt from Diego	<input checked="" type="radio"/> T <input type="radio"/> F
21. Sid's Granny helped the rescue together with her dolphin pet.	<input checked="" type="radio"/> T <input type="radio"/> F
22. Everyone arrived to a new beautiful continent.	<input checked="" type="radio"/> T <input type="radio"/> F
23. Ellie, Peaches, Louis, Crash, Eddie, and the herd of other animals reached the land bridge, but find it to be fine.	<input checked="" type="radio"/> T <input type="radio"/> F

Task 2

Listen and watch the film clips entitled "Indiana Jones". Then, answer the following questions based on your understanding. Give check (✓) to the correct answer.

1. What is the legend about?

- 1. ☐ The legend is about a city of gold.
- 2. ☐ The legend is about a skull made of solid gold.
- 3. ☒ The legend is about a crystal skull.

2. The

- ☐ ... city of gold was invaded by the Soviets.
- ☒ ... crystal skull was stolen.
- ☐ ... skull was broken.

3. Which sentence is true?

- ☐ The object belongs to Marshall College.
- ☐ The object was lost in the Amazon.
- ☒ The object was stolen from a city in the Amazon.

4. Who was in charge of this object?

- ☒ The living-dead.
- ☐ Indiana Jones.
- ☐ The Soviet Army.

5. What will happen to the one who returns this object?

- ☐ He/She will receive \$1,000.
- ☒ He/She will be given control of its power.
- ☐ He/She will be given a scholarship to Marshall College.

6. What does the woman want?

- ☐ She wants to know Indy better.
- ☐ She wants to control Indy.
- ☒ She wants Indy to help her find the object.

7. What advice does Indy give to his young friend?

- ☒ Don't touch anything.
- ☐ Don't wait for me.
- ☐ Don't take anything.

Task 3

Listen and watch the film clips entitled "Adventure Land". Then, answer the following questions based on your understanding. Give check (✓) to the correct answer.

1. The parents are moving to Antwerp in _____.
 - ☒ July
 - ☐ January
 - ☐ June
2. Why is the young man upset?
 - ☒ Because the parents will leave before the baby is born
 - ☐ Because the parents will still be around when the baby is born
 - ☐ Because he doesn't think Antwerp is an exciting city
3. How long had the parents been talking about moving before they finally decided to do it?
 - ☐ 5 years
 - ☐ 10 years
 - ☒ 15 years
4. How far will the parents be from their grandchild?
 - ☐ 3,000 miles

- ☒ More than 3,000 miles
- ☐ A little less than 3,000 miles
- 5. How does the father refer to Antwerp?
 - ☐ He's excited
 - ☒ The city of light
 - ☒ In June

Task 4

Listen and watch the film clips entitled "Away We Go". Then, answer the following questions based on your understanding. Give check (✓) to the correct answer.

- 1. How many giant pandas is James allowed to give away?
 - ☐ Two per day
 - ☒ None
 - ☐ Three per day
- 2. Which department does James want to work in?
 - ☐ rides
 - ☒ games
 - ☐ food
- 3. When the man says that James looks like more like a "games guy", he means that _____.
 - ☐ James looks like he plays a lot of video games
 - ☒ James would fit in better in the games "section"
 - ☐ James looks like he plays mind games with people
- 4. The general rule at the amusement park is that _____.
 - ☐ nothing is free
 - ☐ you can let your friends ride for free
 - ☒ you can let family members ride for free
- 5. The man _____.
 - ☐ seems somewhat interested in James' resume

✓ wants to take a look at James' resume
○ doesn't really care about James' resume

PRE-TEST AND POST-TEST 1

LISTENING TEST

77,5

Name : Bobbi Karkata Pribadi
 Student's number : 7
 Class : XI IPS 2

Task 1

Listen and watch the film clips entitled "Ice Age 4". Then, decide whether the following statements are true or false based on your understanding. Circle the correct answer.

1. Manny became over-protective about his teenage daughter named Sid going to the falls to see a teenage mammoth called Granny.	<input checked="" type="radio"/> T <input type="radio"/> F
2. Manny was a loose easy parent.	<input checked="" type="radio"/> T <input type="radio"/> F
3. Peaches listened to her father.	<input type="radio"/> T <input checked="" type="radio"/> F
4. Manny and his friends were captured by a group of mammals, led by a Gigantopithecus named Captain Diego along with his first mate, a female saber-toothed cat named Shira.	<input type="radio"/> T <input checked="" type="radio"/> F
5. Manny and his herd were taken by a monkey pirate.	<input type="radio"/> T <input checked="" type="radio"/> F
6. Ellie protected her husband from the Pirates	<input checked="" type="radio"/> T <input type="radio"/> F
7. Manny refused to join with Captain Gut to be their crew.	<input checked="" type="radio"/> T <input type="radio"/> F
8. Gutt and the pirates were separated from Shira, and the pirate crew worried about her, but Gutt left her for dead. Meanwhile, Shira got rescued by the herd.	<input checked="" type="radio"/> T <input type="radio"/> F

9. Diego hate Shira and he wanted to kill Shira	T/F
10. The herd saved the tigress.	T/F
11. Shira later escaped and rejoined the pirates, but found herself being berated and called a failure by Gutt for not trying to kill the herd and as punishment, he relieved her of her position while giving it to Squint.	T/F
12. The herd put the plan into action but they were not successfully to take the ship.	T/F
13. Peaches went to the ocean to look for her father	T/F
14. Manny decided to build a ship.	T/F
15. Manny found the way home.	T/F
16. Shira captured Diego, he told her she should join Manny and the herd	T/F
17. Captain Gutt is a happy monkey.	T/F
18. Captain Gutt had Manny's family.	T/F
19. To be accepted in Ethan's community, Peaches said she was not friend with Louis.	T/F
20. Louis rescued Captain Gutt from Diego	T/F
21. Sid's Granny helped the rescue together with her dolphin pet.	T/F
22. Everyone arrived to a new beautiful continent.	T/F
23. Ellie, Peaches, Louis, Crash, Eddie, and the herd of other animals reached the land bridge, but find it to be fine.	T/F

Task 2

Listen and watch the film clips entitled "Indiana Jones". Then, answer the following questions based on your understanding. Give check (✓) to the correct answer.

1. What is the legend about?

- 1. ☐ The legend is about a city of gold.
- 2. ☐ The legend is about a skull made of solid gold.
- 3. ☒ The legend is about a crystal skull.

2. The

- ☐ ... city of gold was invaded by the Soviets.
- ☒ ... crystal skull was stolen.
- ☐ ... skull was broken.

3. Which sentence is true?

- ☐ The object belongs to Marshall College.
- ☐ The object was lost in the Amazon.
- ☒ The object was stolen from a city in the Amazon.

4. Who was in charge of this object?

- ☐ The living-dead.
- ☐ Indiana Jones.
- ☒ The Soviet Army.

5. What will happen to the one who returns this object?

- ☐ He/She will receive \$1,000.
- ☒ He/She will be given control of its power.
- ☐ He/She will be given a scholarship to Marshall College.

6. What does the woman want?

- ☐ She wants to know Indy better.
- ☐ She wants to control Indy.
- ☒ She wants Indy to help her find the object.

7. What advice does Indy give to his young friend?

- ☒ Don't touch anything.
- ☐ Don't wait for me.
- ☐ Don't take anything.

Task 3

Listen and watch the film clips entitled "Adventure Land". Then, answer the following questions based on your understanding. Give check (✓) to the correct answer.

1. The parents are moving to Antwerp in _____.

- ☐ July
- ☒ January
- ☐ June

2. Why is the young man upset?

- ☒ Because the parents will leave before the baby is born
- ☐ Because the parents will still be around when the baby is born
- ☐ Because he doesn't think Antwerp is an exciting city

3. How long had the parents been talking about moving before they finally decided to do it?

- ☐ 5 years
- ☐ 10 years
- ☒ 15 years

4. How far will the parents be from their grandchild?

- ☒ 3,000 miles

- ☐ More than 3,000 miles
☒ A little less than 3,000 miles
5. How does the father refer to Antwerp?
- ☐ He's excited
☒ The city of light
☒ In June

Task 4

Listen and watch the film clips entitled "Away We Go". Then, answer the following questions based on your understanding. Give check (✓) to the correct answer.

1. How many giant pandas is James allowed to give away?
- ☐ Two per day
☒ None
☐ Three per day
2. Which department does James want to work in?
- ☐ rides
☒ games
☐ food
3. When the man says that James looks like more like a "games guy", he means that _____.
- ☐ James looks like he plays a lot of video games
☐ James would fit in better in the games "section"
☒ James looks like he plays mind games with people
4. The general rule at the amusement park is that _____.
- ☐ nothing is free
☒ you can let your friends ride for free
☐ you can let family members ride for free
5. The man _____.
- ☒ seems somewhat interested in James' resume

- wants to take a look at James' resume
- doesn't really care about James' resume

87.5

POST TEST 2

LISTENING TEST

Name : Bobbi Karkata Priadi
Class : XI IPS 2

Task 1

Listen and watch the film clips entitled "Shrek and Princess Fiona". Then, decide whether the following statements are true or false based on your understanding. Circle the correct answer.

1. Shrek was an ugly ogre living in a castle	<input checked="" type="radio"/> T <input type="radio"/> F
2. Shrek went to rescue the princess from the dragon accompanied by Lord Farquaad	<input checked="" type="radio"/> T <input type="radio"/> F
3. Shrek demanded his land back. Farquaad did him a deal.	<input checked="" type="radio"/> T <input type="radio"/> F
4. Fiona was very glad about being rescued by an ugly ogre, rather than Prince Charming.	<input type="radio"/> T <input checked="" type="radio"/> F
5. Dragon liked the Donkey	<input checked="" type="radio"/> T <input type="radio"/> F
6. Fiona changed into the ugly ogre after the sunset	<input type="radio"/> T <input checked="" type="radio"/> F
7. Farquard knew that Fiona can change into an ugly ogre before	<input type="radio"/> T <input checked="" type="radio"/> F
8. The dragon ate Farquaad	<input checked="" type="radio"/> T <input type="radio"/> F
9. Farquaad did not want to marry Fiona, and set the guards on everybody.	<input checked="" type="radio"/> T <input type="radio"/> F
10. Farquaad and Fiona married and lived together happily ever after	<input type="radio"/> T <input checked="" type="radio"/> F
11. Shrek was glad being the husband of Princess Fiona	<input checked="" type="radio"/> T <input type="radio"/> F

Task 2

Listen and watch the film clips entitled "Ratatouille". Then, answer the following questions based on your understanding. Cross (x) the right answer.

- 1) The story happens in
 - a) Rome
 - ☒ b) Paris
 - c) London
- 2) Remy is a
 - a) rat
 - b) cat
 - ☒ c) dog
- 3) Remy's culinary hero is
 - ☒ a) Skinner
 - b) Antonio Ego
 - c) Auguste Custeau
- 4) Linguini is the restaurant's
 - ☒ a) chef
 - b) waiter
 - c) garbage Boy
- 5) Colette is a talented and ambitious
 - ☒ a) cook
 - b) waitress
 - c) singer
- 6) Emile is Remy's
 - a) brother
 - b) father
 - ☒ c) cousin
- 7) Djago is Remy's
 - a) brother
 - ☒ b) father
 - c) cousin
- 8) Antonio Ego is a famous
 - a) food Critic
 - b) actor
 - ☒ c) chef
- 9) Skinner is the restaurant's
 - ☒ a) head chef
 - b) head waiter
 - c) head master

Task 3

Listen and watch the film clips entitled "The Great Gatsby". Then, answer the following questions based on your understanding. Give check (✓) to the correct answer.

1. At the beginning, what does the woman say she remembers?

- ☒ Where the man lives
- ☐ The man's name
- ☐ The man's favorite drink

2. What does the man compare the party to?

- ☒ An amusement park
- ☐ A park where newsmen hang out
- ☐ A museum

3. Who received an invitation to the party?

- ☐ The woman
- ☒ Both the woman and the man
- ☐ The man

4. It would be safe to assume that at this point _____.

- ☐ Nick and Gatsby are friends
- ☒ Nick does not really know Gatsby
- ☐ Nick does not like Gatsby at all

5. Which of the following is not a rumor about Gatsby?

- ☐ He killed a man.
- ☒ He won all his money gambling.
- ☐ He is a German spy.

Task 4

Listen and watch the film clips entitled "The Runaways". Then, answer the following questions based on your understanding. Give check (✓) to the correct answer

1. What's the blonde girl's name?
 - ☐ Lita
 - ☐ Joan
 - ☒ Cherie
2. What does Joan Jett want to do?
 - ☐ To play in a rock band
 - ☒ To start an all-girl rock band
 - ☐ To go to clubs as often as she can
3. What does Cherie say she doesn't want to do for the rest of her life?
 - ☐ To play in a rock band
 - ☐ To live with her family
 - ☒ To work at a fast food restaurant
4. The girls get excited because they _____.
 - ☒ get signed to Mercury Records
 - ☐ start their own record label
 - ☐ stay in expensive hotels
5. What does the term "to tear this world apart" mean, in the context of this video?
 - ☐ To destroy the world
 - ☒ To be a huge success; to change the world of rock music
 - ☐ To tear their clothes while on stage

Task 5

Listen and watch the film clips entitled "Moonrise Kingdom". Then, answer the following questions based on your understanding. Give check (✓) to the correct answer

1. The girl likes to read stories "_____".
 - ☐ about dragons
 - ☒ with magic powers in them
 - ☐ about ghosts
2. Why didn't she bring all her books?
 - ☐ Because the bag was too heavy
 - ☒ Because the boy asked her not to
 - ☐ Because she forgot
3. What did the girl forget to bring?
 - ☐ Her toothbrush
 - ☒ Her comb
 - ☐ Her books
4. How many books are students allowed to check out at the same time from the library at the boy's school?
 - ☒ One
 - ☐ Two
 - ☐ Three
5. Why does the girl steal books?
 - ☐ Because she likes being bad
 - ☐ Because the boy asked her to do it
 - ☒ Because she wanted to have a secret

Task 6

Listen and watch the film clips entitled "Bolt Funny Cats". Then, answer the following questions based on your understanding. Give check (✓) to the correct answer

1. According to the black cat, how often does Bolt (the dog) leave the movie set?
☐ Two times a week
☒ Never
☐ Once a month
2. Are the cats really evil?
☒ No, they're just pretending to be evil to have fun with Bolt
☐ Yes
☐ The skinny one is evil, but the fat one isn't
3. Who is the cats' boss?
☐ The "green man"
☐ The "green eyed man"
☒ Bolt
4. The black cat thinks that Bolt's message to the "green eyed man"
_____ is too long
☒ is too long
☐ is not very nice
☐ is not necessary
5. What does the term "she's a goner" mean?
☐ She is not around
☐ She is not reliable
☒ She's doomed

11

LISTENING TEST

PRE-TEST AND POST-TEST 1

LISTENING TEST

Name :

Student's number :

Class :

Task 1

Listen and watch the film clips entitled “Ice Age 4”. Then, decide whether the following statements are true or false based on your understanding. Circle the correct answer.

1. Manny became over-protective about his teenage daughter named Sid going to the falls to see a teenage mammoth called Granny.	T/F
2. Manny was a loose easy parent.	T/F
3. Peaches listened to her father.	T/F
4. Manny and his friends were captured by a group of mammals, led by a Gigantopithecus named Captain Diego along with his first mate, a female saber-toothed cat named Shira.	T/F
5. Manny and his herd were taken by a monkey pirate.	T/F
6. Ellie protected her husband from the Pirates.	T/F
7. Manny refused to join with Captain Gut to be their crew.	T/F
8. Gutt and the pirates were separated from Shira, and the pirate crew worried about her, but Gutt left her for dead. Meanwhile, Shira got rescued by the herd.	T/F
9. Diego hate Shira and he wanted to kill Shira.	T/F
10. The herd saved the tigress.	T/F
11. Shira later escaped and rejoined the pirates, but found herself being berated and called a failure by Gutt for not trying to kill the herd and as punishment, he relieved her of her position while giving it to Squint.	T/F
12. The herd put the plan into action but they were not successfully to take the ship.	T/F

13. Peaches went to the ocean to look for her father	T/F
14. Manny decided to build a ship.	T/F
15. Manny found the way home.	T/F
16. Shira captured Diego, he told her she should join Manny and the herd	T/F
17. Captain Gutt is a happy monkey.	T/F
18. Captain Gutt had Manny's family.	T/F
19. To be accepted in Ethan's community, Peaches said she was not friend with Louis.	T/F
20. Louis rescued Captain Gutt from Diego.	T/F
21. Sid's Granny helped the rescue together with her dolphin pet.	T/F
22. Everyone arrived to a new beautiful continent.	T/F
23. Ellie, Peaches, Louis, Crash, Eddie, and the herd of other animals reached the land bridge, but find it to be fine.	T/F

Task 2

Listen and watch the film clips entitled "Indiana Jones". Then, answer the following questions based on your understanding. Give check (✓) to the correct answer.

1. What is the legend about?

1. ☐ The legend is about a city of gold.
2. ☐ The legend is about a skull made of solid gold.
3. ☐ The legend is about a crystal skull.

2. The

- ☐ ... city of gold was invaded by the Soviets.
- ☐ ... crystal skull was stolen.
- ☐ ... skull was broken.

3. Which sentence is true?

- ☐ The object belongs to Marshall College.
- ☐ The object was lost in the Amazon.
- ☐ The object was stolen from a city in the Amazon.

4. Who was in charge of this object?

- ☐ The living-dead.

- ☐ Indiana Jones.
- ☐ The Soviet Army.

5. What will happen to the one who returns this object?

- ☐ He/She will receive \$1,000.
- ☐ He/She will be given control of its power.
- ☐ He/She will be given a scholarship to Marshall College.

6. What does the woman want?

- ☐ She wants to know Indy better.
- ☐ She wants to control Indy.
- ☐ She wants Indy to help her find the object.

7. What advice does Indy give to his young friend?

- ☐ Don't touch anything.
- ☐ Don't wait for me.
- ☐ Don't take anything.

Task 3

Listen and watch the film clips entitled “Adventure Land”. Then, answer the following questions based on your understanding. Give check (✓) to the correct answer.

1. The parents are moving to Antwerp in _____.
- ☐ July
 - ☐ January
 - ☐ June

2. Why is the young man upset?
 - ☐ Because the parents will leave before the baby is born
 - ☐ Because the parents will still be around when the baby is born
 - ☐ Because he doesn't think Antwerp is an exciting city
3. How long had the parents been talking about moving before they finally decided to do it?
 - ☐ 5 years
 - ☐ 10 years
 - ☐ 15 years
4. How far will the parents be from their grandchild?
 - ☐ 3,000 miles
 - ☐ More than 3,000 miles
 - ☐ A little less than 3,000 miles
5. How does the father refer to Antwerp?
 - ☐ He's excited
 - ☐ The city of light
 - ☐ In June

Task 4

Listen and watch the film clips entitled “Away We Go”. Then, answer the following questions based on your understanding. Give check (✓) to the correct answer.

1. How many giant pandas is James allowed to give away?
 - ☐ Two per day
 - ☐ None
 - ☐ Three per day
2. Which department does James want to work in?
 - ☐ rides
 - ☐ games
 - ☐ food

3. When the man says that James looks like more like a "games guy", he means that _____.

- ☐ James looks like he plays a lot of video games
- ☐ James would fit in better in the games "section"
- ☐ James looks like he plays mind games with people

4. The general rule at the amusement park is that _____.

- ☐ nothing is free
- ☐ you can let your friends ride for free
- ☐ you can let family members ride for free

5. The man _____.

- ☐ seems somewhat interested in James' resume
- ☐ wants to take a look at James' resume
- ☐ doesn't really care about James' resume

POST TEST 2
LISTENING TEST

Name :

Class :

Task 1

Listen and watch the film clips entitled “Shrek and Princess Fiona”. Then, decide whether the following statements are true or false based on your understanding. Circle the correct answer.

1. Shrek was an ugly ogre living in a castle	T/F
2. Shrek went to rescue the princess from the dragon accompanied by Lord Farquaad	T/F
3. Shrek demanded his land back. Farquaad did him a deal.	T/F
4. Fiona was very glad about being rescued by an ugly ogre, rather than Prince Charming.	T/F
5. Dragon liked the Donkey	T/F
6. Fiona changed into the ugly ogre after the sunset	T/F
7. Farquad knew that Fiona can change into an ugly ogre before	T/F
8. The dragon ate Farquaad	T/F
9. Farquaad did not want to marry Fiona, and set the guards on everybody.	T/F
10. Farquaad and Fiona married and lived together happily ever after	T/F
11. Shrek was glad being the husband of Princess Fiona	T/F

Task 2

Listen and watch the film clips entitled “Ratatouille”. Then, answer the following questions based on your understanding. Cross (x) the right answer.

- 1) The story happens in
 - a) Rome
 - b) Paris
 - c) London
- 2) Remy is a
 - a) rat
 - b) cat
 - c) dog
- 3) Remy’s culinary hero is
 - a) Skinner
 - b) Antonio Ego
 - c) Auguste Custeau
- 4) Linguini is the restaurant’s
 - a) chef
 - b) waiter
 - c) garbage Boy
- 5) Colette is a talented and ambitious
 - a) chef
 - b) waitress
 - c) singer
- 6) Emile is Remy’s.....
 - a) brother
 - b) father
 - c) cousin
- 7) Djago is Remy’s
 - a) brother
 - b) father
 - c) cousin
- 8) Antonio Ego is a famous.....
 - a) food Critic
 - b) actor
 - c) chef
- 9) Skinner is the restaurant’s.....
 - a) head chef
 - b) head waiter
 - c) head master

Task 3

Listen and watch the film clips entitled “The Great Gatsby”. Then, answer the following questions based on your understanding. Give check (✓) to the correct answer.

1. At the beginning, what does the woman say she remembers?
 - ☐ Where the man lives
 - ☐ The man's name
 - ☐ The man's favorite drink
2. What does the man compare the party to?
 - ☐ An amusement park
 - ☐ A park where newsmen hang out
 - ☐ A museum
3. Who received an invitation to the party?
 - ☐ The woman
 - ☐ Both the woman and the man
 - ☐ The man
4. It would be safe to assume that at this point _____.
 - ☐ Nick and Gatsby are friends
 - ☐ Nick does not really know Gatsby
 - ☐ Nick does not like Gatsby at all
5. Which of the following is not a rumor about Gatsby?
 - ☐ He killed a man.
 - ☐ He won all his money gambling.
 - ☐ He is a German spy.

Task 4

Listen and watch the film clips entitled “The Runaways”. Then, answer the following questions based on your understanding. Give check (✓) to the correct answer.

1. What's the blonde girl's name?
 - ☐ Lita
 - ☐ Joan
 - ☐ Cherie
2. What does Joan Jett want to do?
 - ☐ To play in a rock band
 - ☐ To start an all-girl rock band
 - ☐ To go to clubs as often as she can
3. What does Cherie say she doesn't want to do for the rest of her life?
 - ☐ To play in a rock band
 - ☐ To live with her family
 - ☐ To work at a fast food restaurant
4. The girls get excited because they _____.
 - ☐ get signed to Mercury Records
 - ☐ start their own record label
 - ☐ stay in expensive hotels
5. What does the term "to tear this world apart" mean, in the context of this video?
 - ☐ To destroy the world
 - ☐ To be a huge success; to change the world of rock music
 - ☐ To tear their clothes while on stage

Task 5

Listen and watch the film clips entitled “Moonrise Kingdom”. Then, answer the following questions based on your understanding. Give check (✓) to the correct answer.

1. The girl likes to read stories "_____".
 - ☐ about dragons
 - ☐ with magic powers in them
 - ☐ about ghosts
2. Why didn't she bring all her books?
 - ☐ Because the bag was too heavy
 - ☐ Because the boy asked her not to
 - ☐ Because she forgot
3. What did the girl forget to bring?
 - ☐ Her toothbrush
 - ☐ Her comb
 - ☐ Her books
4. How many books are students allowed to check out at the same time from the library at the boy's school?
 - ☐ One
 - ☐ Two
 - ☐ Three
5. Why does the girl steal books?
 - ☐ Because she likes being bad
 - ☐ Because the boy asked her to do it
 - ☐ Because she wanted to have a secret

Task 6

Listen and watch the film clips entitled “Bolt Funny Cats”. Then, answer the following questions based on your understanding. Give check (✓) to the correct answer.

1. According to the black cat, how often does Bolt (the dog) leave the movie set?
 - ☐ Two times a week
 - ☐ Never
 - ☐ Once a month
2. Are the cats really evil?
 - ☐ No, they're just pretending to be evil to have fun with Bolt
 - ☐ Yes
 - ☐ The skinny one is evil, but the fat one isn't
3. Who is the cats' boss?
 - ☐ The "green man"
 - ☐ The "green eyed man"
 - ☐ Bolt
4. The black cat thinks that Bolt's message to the "green eyed man"
_____.
 - ☐ is too long
 - ☐ is not very nice
 - ☐ is not necessary
5. What does the term "she's a goner" mean?
 - ☐ She is not around
 - ☐ She is not reliable
 - ☐ She's d

12

PHOTOGRAPHS



The students are doing the listening test.



The researcher is giving instruction to the students.



The students are applying Viewing Techniques of Film Clips in discussing the task in their group.



The students are writing the diffi

cult words in their groups



The students are presenting their opinion in front of the class toward text given.

13

**LETTER OF
RESEARCH**



PEMERINTAH KABUPATEN SLEMAN
DINAS PENDIDIKAN, PEMUDA DAN OLAH RAGA
SEKOLAH MENENGAH ATAS NEGERI 1 SLEMAN
Jalan Magelang Km. 14 Medari Sleman Yogyakarta Telp. (0274) 868434 Fax. (0274) 867242
Terakreditasi : A

SURAT KETERANGAN

No. : 070 / 138 / 2014

Yang bertanda tangan di bawah ini Kepala Sekolah SMA Negeri 1 Sleman, dengan ini menerangkan bahwa :

Nama : **AFIF DWI CAHYANTA**
NIM : 10202244068
Jenjang : S1
Jurusan/Prodi : Pendidikan Bahasa Inggris
Fakultas/PT : FBS/UNY
Alamat rumah : Kaborongan Pati Lor Pati

Yang tersebut di atas benar-benar telah melaksanakan penelitian di SMA Negeri 1 Sleman pada tanggal 20 Maret 2014 dengan judul :

“ Using Film Clips to Improve Listening Skills Among Eleventh Grade Students of SMA Negeri 1 Sleman Yogyakarta in the Academic Year of 2013/2014”

Demikian surat keterangan ini kami buat dengan sesungguhnya untuk dipergunakan sebagaimana mestinya.



Sleman, 28 Maret 2014
Kepala Sekolah

Dra Hermintarsih
NIP 19640404 198903 2 010



PEMERINTAH KABUPATEN SLEMAN
BADAN PERENCANAAN PEMBANGUNAN DAERAH

Jalan Parasamya Nomor 1 Beran, Tridadi, Sleman, Yogyakarta 55511
Telepon (0274) 868800, Faksimili (0274) 868800
Website: slebankab.go.id, E-mail : bappeda@slebankab.go.id

SURAT IZIN

Nomor : 070 / Bappeda / 1084 / 2014

**TENTANG
PENELITIAN**

KEPALA BADAN PERENCANAAN PEMBANGUNAN DAERAH

Dasar : Peraturan Bupati Sleman Nomor : 45 Tahun 2013 Tentang Izin Penelitian, Izin Kuliah Kerja Nyata, Dan Izin Praktik Kerja Lapangan.

Menunjuk : Surat dari Kepala Kantor Kesatuan Bangsa Kab. Sleman

Nomor : 070/Kesbang/1038/2014

Tanggal : 20 Maret 2014

Hal : Rekomendasi Penelitian

MENGIZINKAN :

Kepada :
Nama : AFIF DWI CAHYANTA
No.Mhs/NIM/NIP/NIK : 10202244068
Program/Tingkat : S1
Instansi/Perguruan Tinggi : Universitas Negeri Yogyakarta
Alamat instansi/Perguruan Tinggi : Karangmalang Yogyakarta
Alamat Rumah : Kaborongan Pati Lor Pati
No. Telp / HP : 085740865176
Untuk : Mengadakan Penelitian / Pra Survey / Uji Validitas / PKL dengan judul
**PENGUNAAN FILM CLIPS UNTUK MENINGKATKAN KEMAMPUAN
LISTENING SISWA KELAS XI SMA NEGERI 1 SLEMAN YOGYAKARTA
TAHUN AJARAN 2013/2014**
Lokasi : SMA Negeri 1 Sleman
Waktu : Selama 3 bulan mulai tanggal: 20 Maret 2014 s/d 20 Juni 2014

Dengan ketentuan sebagai berikut :

1. *Wajib melapor diri kepada Pejabat Pemerintah setempat (Camat/ Kepala Desa) atau Kepala Instansi untuk mendapat petunjuk seperlunya.*
2. *Wajib menjaga tata tertib dan mentaati ketentuan-ketentuan setempat yang berlaku.*
3. *Izin tidak disalahgunakan untuk kepentingan-kepentingan di luar yang direkomendasikan.*
4. *Wajib menyampaikan laporan hasil penelitian berupa 1 (satu) CD format PDF kepada Bupati diserahkan melalui Kepala Badan Perencanaan Pembangunan Daerah.*
5. *Izin ini dapat dibatalkan sewaktu-waktu apabila tidak dipenuhi ketentuan-ketentuan di atas.*

Demikian ijin ini dikeluarkan untuk digunakan sebagaimana mestinya, diharapkan pejabat pemerintah/non pemerintah setempat memberikan bantuan seperlunya.

Setelah selesai pelaksanaan penelitian Saudara wajib menyampaikan laporan kepada kami 1 (satu) bulan setelah berakhirnya penelitian.

Dikeluarkan di Sleman

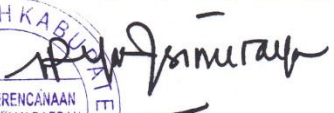
Pada Tanggal : 20 Maret 2014

a.n. Kepala Badan Perencanaan Pembangunan Daerah

Sekretaris

u.b.

Kepala Bidang Pengendalian dan Evaluasi


Dra. SUCI IRIANI SINURAYA, M.Si, MM
Pembina, N/a
NIP. 19630112 198903 2 003

Tembusan :

1. Bupati Sleman (sebagai laporan)
2. Kepala Dinas Dikpora Kab. Sleman
3. Kabid. Sosial Budaya Bappeda Kab. Sleman
4. Camat Sleman
5. Ka. SMA Negeri 1 Sleman
6. Dekan Fak. Bahasa dan Seni - UNY
7. Yang Bersangkutan



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
http: //www.fbs.uny.ac.id//

FRM/FBS/33-01
10 Jan 2011

Nomor : 0309b/UN.34.12/DT/III/2014
Lampiran : 1 Berkas Proposal
Hal : **Permohonan Izin Penelitian**

18 Maret 2014

Kepada Yth.
Bupati Sleman
c.q. Kepala Kantor Kesatuan Bangsa Kab.
Sleman
Jl. Candi Gebang, Beran, Tridadi, Sleman

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul:

**USING FILM CLIPS TO IMPROVE LISTENING SKILLS AMONG ELEVENTH GRADE STUDENTS OF
SMA N 1 SLEMAN**

Mahasiswa dimaksud adalah :

Nama : AFIF DWI CAHYANTA
NIM : 10202244068
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : 21 Maret 2014
Lokasi Penelitian : SMA N 1 Sleman

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
Kasubbag Pendidikan FBS,


Indun Probo Utami, S.E.
NIP 19670704 199312 2 001

Tembusan:
1. Kepala SMA N 1 Sleman